
Qualification Specification

603/4136/1

iCQ Level 5 Diploma in Leadership and
Management for Adult Care



Qualification Details

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Rules of Combination (ROC)

Group Name	Mandatory	#Units	Minimum Units	Maximum Units	Minimum Credits	Maximum Credits
OAG) OAG	No	0	2	0	86	0
A) Mandatory units	Yes	14	14	0	62	0
B) Group B Optional units (units are mandatory for apprentices only)	No	4	0	4	0	18
C) Group C Optional units	No	17	1	9	0	30
O) Optionals	Yes	0	0	0	24	0

Group A Mandatory units

URN	Title	Level	GLH	Credit
A/617/4615	Equality, Diversity and Inclusion in Adult Care	5	10	3
D/617/4610	Communication and Information Management in Adult Care	5	15	4
D/617/4624	Partnership Working in Adult Care	5	15	4
F/617/4616	Governance in Adult Care	5	20	5
H/617/4611	Continuous Improvement in Adult Care	5	10	4
I/617/4617	Innovation and Change in Adult Care	5	25	5
J/617/4620	Safeguarding and Protection in Adult Care	5	20	5
L/617/4618	Leadership and Management in Adult Care	5	25	6
L/617/4621	Supervision and Performance Management in Adult Care	5	20	5
M/617/4613	Decision Making in Adult Care	5	20	4
R/617/4619	Resource Management in Adult Care	5	15	5
R/617/4622	Manage Self for Leadership in Adult Care	5	15	4
T/617/4614	Entrepreneurial Skills in Adult Care	5	20	4
Y/617/4623	Outcome Based Person Centred Practice in Adult Care	5	15	4

Group B Group B Optional units (units are mandatory for apprentices only)

URN	Title	Level	GLH	Credit
H/617/4625	Regulatory Processes for Adult Care	5	20	5
K/617/4626	Risk-Taking in Adult Care	5	20	5
M/617/4627	Team Leadership in Adult Care	5	15	4
T/617/4628	Managing Concerns and Complaints in Adult Care	5	10	4

Group C Group C Optional units

URN	Title	Level	GLH	Credit
A/617/5134	Manage residential adult care services	5	36	6
F/617/5135	Manage domiciliary services	5	30	6
H/616/4550	Support individuals to access education, training or employment	4	31	4
H/616/4578	Understanding Suicide Interventions	4	43	6
I/616/4539	Support individuals during the last days of life	4	40	5
I/616/4590	Provide advice on foot care for individuals with diabetes	4	31	4
I/617/5136	Lead and manage end of life care and support	5	45	7
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
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/616/4589	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/616/7694	Work with families, carers and individuals during times of crisis	4	35	5

Unit: A/617/4615 : Equality, Diversity and Inclusion in Adult Care

Champion equality, diversity and inclusion to achieve positive outcomes

Actions - The candidate must

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|---|--|
| 1 | Describe the legal context underpinning equality, diversity and inclusion and the effects of discrimination and inclusion |
| 2 | Describe the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in adult care |
| 3 | Evaluate and improve policies, systems, processes and practices that promote equality, diversity and inclusion |
| 4 | Support others to challenge discrimination and exclusion in ways that are likely to achieve change and promote positive outcomes |

Unit: D/617/4610 : Communication and Information Management in Adult Care**Understand models of communication****Actions - The candidate must**

1 Analyse theoretical models of communication

2 Explain how to recognise models of communication used in the work setting and why this is important

3 Identify why different systems of communication may be needed in different contexts or with different people in adult care settings

4 Determine how communication underpins - sustainable relationships - positive outcomes for individuals, families and carers - leadership and management of teams - conflict resolution - partnership working information sharing

Be able to develop communication systems and practices that support positive outcomes

1 Monitor and evaluate the effectiveness of the communication systems and practices used in own workplace

2 Propose improvements to communication systems and practices and lead their implementation

Be able to Implement systems for effective information management

1 Lead the implementation of systems for effective information management to meet legal and ethical requirements

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

Unit: D/617/4624 : Partnership Working in Adult Care**Understand the context of relationships and partnership working****Actions - The candidate must**

- 1 Compare how legislation and regulation influence working relationships with others
- 2 Describe how relationships with individuals and carers underpin person centred practice and affect the achievement of positive outcomes for individuals and their families
- 3 Evaluate how networking with other agencies and community groups brings benefits both for those using the service and for the sustainability of the organisation
- 4 Discuss how integrated working with other agencies delivers better outcomes for individuals and the place of systems leadership in this
- 5 Explain the features of effective partnership working across agencies and ways to overcome barriers
- 6 Evaluate own role and responsibilities in establishing positive relationships within and beyond the organisation

Lead effective relationships with individuals, carers and families

- 1 Model open, respectful and supportive relationships with individuals, carers and their families
- 2 Support others to recognise the value of co-production, recognising the contribution and expertise of individuals, carers and families
- 3 Ensure individuals and carers are aware of their statutory rights
- 4 Implement systems that engage individuals and those important to them for day to day practice, decision-making and review

Manage working relationships with colleagues in the organisation to achieve positive outcomes for individuals

- 1 Develop procedures to facilitate effective working relationships with colleagues in the organisation
- 2 Develop and agree common objectives when working with colleagues
- 3 Implement systems and practices that allow colleagues to make appropriate contributions using their specific expertise
- 4 Deal constructively with conflicts or dilemmas that arise
- 5 Evaluate own working relationships with colleagues

Work in partnership with professionals in other agencies

- 1 Negotiate with professionals in other agencies to agree objectives, roles and responsibilities, procedures and ways of working for a specific task or area of work
- 2 Use agreed ways of working to carry out own role and support others to carry out their responsibilities
- 3 Deal constructively with any challenges that arise
- 4 Implement communication and recording systems that comply with current legislation for information sharing between agencies
- 5 Challenge, in ways that promote change, any poor practice or failure to work in agreed ways
- 6 Evaluate the effectiveness of partnership work and the processes that underpin it and seek agreement for improvements

Unit: F/617/4616 : Governance in Adult Care**Understand legislation and statutory requirements that underpin adult care provision****Actions - The candidate must**

1 Describe legislation and statutory frameworks that applies to service providers

2 Analyse the effect of legislation and policy on person centred and outcomes based procedures and practice

3 Explain how to use local and/or national forums to draw attention to potential conflicts between statutory frameworks and values/principles for good practice

Understand internal governance arrangements within own organisation

1 Explain internal governance mechanisms and how these relate to its identity as a statutory, private, voluntary or independent organisation

2 Describe own position of accountability within the governance structure

3 Explain how agreed ways of working such as protocols, policies and procedures relate to governance and accountability

Unit: H/617/4611 : Continuous Improvement in Adult Care**Understand how to lead continuous improvement practice****Actions - The candidate must**

- 1 Describe ways to monitor and evaluate progress towards the achievement of positive outcomes and the implementation of person centred practice
- 2 Analyse the value of listening to the views of others
- 3 Explain how to review the extent to which systems, processes and practice facilitate positive outcomes

Be able to lead continuous improvement in practice

- 1 Monitor and evaluate progress towards the achievement of positive outcomes and the implementation of person centred practice
- 2 Listen to the views of individuals and carers about the care and support the service provides
- 3 Use evidence-based research to identify best practice in outcomes based and person centred practice
- 4 Identify and act on lessons learned from incidents that occur; accidents, errors or 'near misses'
- 5 Review the extent to which systems, processes and practice facilitate positive outcomes
- 6 Plan for and lead the implementation of improvements to systems, processes and practice

Unit: J/617/4617 : Innovation and Change in Adult Care**Understand how to develop a vision for the future of the service****Actions - The candidate must**

1 Describe the role of the learner within the wider organisation in relation to developing a vision for the service

2 Evaluate ways to engage with colleagues and key influencers, including people who use services and others in the organisation and the local community, about the future of the service

3 Illustrate factors likely to have an impact on service provision and the organisation

4 Describe how to use evidence-based research, analysis and reflection to formulate options for the future of the service and develop a vision which is bold, innovative and embodies core values of adult care

5 Explain how to express the vision succinctly in a way which engages and inspires others including 'statements of purpose'

6 Describe how to monitor developments within the wider adult care system to review the vision and ensure it continues to be compatible and appropriate

Understand principles of effective change management

1 Describe how to critically evaluate theories and models of good practice about change management

2 Explain how to use change management tools and techniques to support innovation and business development

Unit: J/617/4620 : Safeguarding and Protection in Adult Care**Understand requirements for safeguarding of vulnerable adults****Actions - The candidate must**

1 Describe the current legislative framework that underpins the safeguarding of vulnerable adults

2 Explain how national and local guidelines, policies and procedures for safeguarding affect - day to day work with individuals - the managers' responsibilities towards individuals, their families and carers as well as team members

3 Summarise legal provisions in relation to whistle-blowing

Lead the implementation of policies and procedures to support safeguarding of vulnerable adults

1 Ensure that all policies, procedures, systems and processes used in the work setting comply with legal requirements

2 Support team members to develop the knowledge and skills they need to safeguard vulnerable adults

3 Plan and implement the review and revision of policies and procedures to ensure continuous improvement in safeguarding of vulnerable adults, the review to include: - the views of vulnerable adults and those who are important to them - current guidance arising from serious case reviews - support systems for staff and others - liaison with external organisations

4 Follow agreed protocols to participate in inter-agency, joint or integrated working in order to protect vulnerable adults

Support safeguarding of children and young people encountered in an adult care service

1 Describe local systems for safeguarding children and young people and the manager's responsibilities

2 Support team members to understand why everyone has a responsibility to act on concerns about the abuse of a child or young person, and the actions to take if a concern, disclosure or allegation arises

Understand the use and impact of restrictive practices

1 Define ??? restrictive practices ??? restraint ??? hidden restraint

2 Explain the impact on safety, dignity, relationships and wellbeing if restrictive practices are used

3 Describe how person centred practice and accurate assessment can minimise the use of restrictive practices

4 Evaluate organisational requirements and legal implications relating to restrictive practices including their use as a last resort

Unit: L/617/4618 : Leadership and Management in Adult Care**Understand the application of theories of leadership and management****Actions - The candidate must**

- 1 Critically evaluate key theories of management and leadership
- 2 Determine how theoretical models are applied to practice potential conflicts between the application of leadership and management models
- 3 Describe potential conflicts between the application of leadership and management models and how to address these

Understand leadership and management in adult care settings

- 1 Discuss the impact of national policy drivers on management and leadership in adult care services
- 2 Explain why managers in social care settings need both leadership and management skills and what these are
- 3 Describe why leadership and management styles may need to be adapted to manage different situations
- 4 Explain the two way interaction between leadership and the values/culture of an organisation
- 5 Identify ways to establish a culture of continual learning and development in the setting and the importance of learning from experience

Lead commitment to a vision for the service

- 1 Communicate own ideas and enthusiasm about the service and its future confidently and in a way which engages others
- 2 Support stakeholders within and beyond the organisation to be aware of the vision and the impact it will have on them
- 3 Implement Strategies to support the vision and ensure it is shared and owned by those who will be implementing and communicating it

Unit: L/617/4621 : Supervision and Performance Management in Adult Care**Understand the purpose and practice of professional supervision in adult care settings****Actions - The candidate must**

- 1 Determine the principles, scope and purpose of professional supervision
- 10 Evaluate the use of conflict resolution models to address challenges arising during professional supervision
- 10 Describe how appraisal processes can be used alongside supervision to manage and improve performance
- 2 Explain theories and models of professional supervision
- 3 Explain how the requirements of legislation, codes of practice and agreed ways of working influence professional supervision
- 4 Evaluate how findings from research, critical reviews and inquiries can be used within professional supervision
- 5 Discuss how professional supervision can protect: - the supervisor - the supervisee - individuals, carers and families
- 6 Explain how professional supervision can be used to inform performance management
- 7 Describe the rationale for using a 'performance management cycle' model
- 8 Explain how performance indicators can be used to measure practice
- 9 Determine factors which can result in a power imbalance in professional supervision and how to address them

Provide professional supervision

- 1 Establish agreement with the supervisee on key areas such as - confidentiality, boundaries, roles and accountability - the frequency and location of supervision sessions - sources of data and evidence that can be used to inform supervision - actions to be taken in preparation for supervision
- 2 Analyse information from a range of perspectives to build an evidence based understanding of the supervisee's performance
- 3 Support supervisee to reflect on their practice using the range of information available and their own insights
- 4 Provide constructive feedback (positive and negative) that can be used to improve performance
- 5 Support supervisee to identify their own development needs
- 6 Review and revise targets to meet objectives of the work setting and individual objectives of the supervisee
- 7 Support supervisees to explore different methods of addressing challenging situations in their work
- 8 Record agreed supervision decisions
- 9 Adapt own approaches to professional supervision in light of feedback from supervisees and others

Understand procedures to address performance management and related issues

- 1 Explain the organisation's procedures for addressing conduct and performance issues and own role in them
- 2 Describe the organisation's discipline and grievance procedures and own role in them

Understand principles of professional development in adult care

- 1 Explain the importance of continually improving learner's own knowledge and practice and that of the team
- 2 Describe mechanisms and resources that support learning and development in adult care
- 3 Describe potential barriers and constraints in relation to professional development in adult care settings
- 4 Evaluate different sources and systems of support for professional development
- 5 Discuss the importance of reflective practice to improving performance and different models that support this
- 6 Explain the importance of literacy, numeracy and digital skills in adult care
- 7 Illustrate factors to consider when selecting and commissioning activities for keeping knowledge and practice up to date

Unit: M/617/4613 : Decision Making in Adult Care**Understand effective decision-making****Actions - The candidate must**

- 1 Describe the range of purposes and situations for which decisions can be required as a manager in social care
- 2 Evaluate the role of evidence-based decisions in improving quality
- 3 Explain key stages in formal and informal decision-making processes
- 4 Critically evaluate The relationship between data, information and intelligence
- 5 Determine how to analyse and use data to ensure decisions are evidence based
- 6 Explain the purposes and benefits of engaging with individuals and others and respecting their contributions during the decision-making process
- 7 Illustrate the range of stakeholders to whom the decision may need to be communicated
- 8 Explain the importance of reviewing decisions made and the decision-making process

Carry out effective decision making

- 1 Research relevant and accurate information
- 2 Engage others in the decision-making process
- 3 Structure factual data, recommendations, suggestions and ideas in a logical and meaningful way
- 4 Review all available information and make a valid decision
- 5 Present conclusions and rationale cogently to different stakeholders so that the decision wins support
- 6 Review the decision-making process including own research and thought processes, the contributions made by others and the impact of decisions made
- 7 Record and disseminate learning points so as to improve future decision-making in the service

Unit: R/617/4619 : Resource Management in Adult Care**Understand principles for effective resource management****Actions - The candidate must**

- 1 Evaluate the impact of national and local strategies and priorities on resource planning and management in relation to - financial resources - physical resources - human resources
- 2 Describe the importance of accurate forecasting for resource requirements
- 3 Explain the value of using assets and resources outside traditional services and in the community
- 4 Discuss the place of technology as a resource in service delivery and service management
- 5 Explain the meaning of sustainability in terms of resource management in adult care
- 6 Describe roles, responsibilities and accountabilities for resource management within the organisation

Understand principles of human resource management

- 1 Describe factors and approaches known to improve recruitment and retention of adult care staff
- 2 Describe the recruitment, selection and induction processes in the organisation and own role in these
- 3 Evaluate the importance of ensuring employment practices are free from discrimination and harassment
- 4 Determine how to identify the numbers and patterns of staffing required to provide a person-centred outcomes-based service
- 5 Explain how to manage staffing patterns and adjust them to meet changing circumstances

Unit: R/617/4622 : Manage Self for Leadership in Adult Care**Understand the importance of self-awareness****Actions - The candidate must**

- 1 Describe how own values, belief systems and experiences affect working practice
- 2 Explain how own emotions affect own behaviour and the behaviour of others
- 3 Examine strategies for keeping aware of own stress levels and for maintaining well-being
- 4 Evaluate how to use feedback and reflective practice to increase own self-awareness

Manage own behaviour

- 1 Ensure own actions reflect a high standard of personal integrity
- 2 Manage own emotions when interacting with others
- 3 Adapt actions and behaviour in response to feedback
- 4 Adapt communication in response to the emotional context and communication style of others
- 5 Ensure own words and actions reinforce the vision and values of the service
- 6 Challenge views, actions, systems and routines that do not match the vision and values of the service

Be able to manage own workload

- 1 Use strategies and tools to identify priorities for work
- 2 Plan ways to meet responsibilities and organisational priorities while maintaining own wellbeing
- 3 Use digital technology to enhance own efficiency
- 4 Delegate responsibilities appropriately to others
- 5 Revise plans to take account of changing circumstances

Undertake own professional development

- 1 Evaluate own knowledge and performance against - standards and benchmarks - feedback from others
- 2 Prioritise own development goals and targets and produce a plan to meet these using learning opportunities that meet objectives and reflect own learning style
- 3 Establish a process to evaluate the effectiveness of own professional development plan
- 4 Evaluate how own practice has been improved through: - reflection on feedback from others - reflection on failures and mistakes, successes and achievements
- 5 Evaluate how your own practice has improved through the implementation of your professional development plan

Understand principles of professional development in adult care

- 1 Describe the importance of continually improving your own knowledge and practice and that of the team
- 2 Evaluate mechanisms and resources that support learning and development in adult care
- 3 Evaluate potential barriers and constraints in relation to professional development in adult care settings
- 4 Identify different sources and systems of support for professional development
- 5 Describe the importance of reflective practice to improving performance and different models that support this
- 6 Evaluate the importance of literacy, numeracy and digital skills in adult care
- 7 Discuss factors to consider when selecting and commissioning activities for keeping knowledge and practice up to date

Unit: T/617/4614 : Entrepreneurial Skills in Adult Care**Work with others to support an entrepreneurial culture****Actions - The candidate must**

1 Recognise aspects of the organisation that are no longer effective in providing a person centred service

2 Work with others to identify opportunities for growth and development or redesign as a service and a business

3 Maintain a culture that supports innovation, change and growth in relation to the service provided and recognises the resource available in the expertise of those using or working in the service

Understand the market of provision for adult care services

1 Explain how services are commissioned, procured and funded

2 Illustrate current drivers shaping adult care, funding mechanisms and related services

3 Describe how own service relates to the wider market

4 Determine gaps in current market provision

5 Explain the importance of entrepreneurial skills in ensuring that the market is able to meet future demand for adult care services

Unit: Y/617/4623 : Outcome Based Person Centred Practice in Adult Care**Understand outcomes based and person centred practice****Actions - The candidate must**

- 1 Describe the features, principles and values of outcomes based practice and how outcomes based practice relates to the wellbeing of individuals
- 2 Explain the features, principles and values of person centred practice and how person centred practice relates to choice and control
- 3 Discuss how outcomes based practice and person centred practice interlink to support positive change for individuals
- 4 Evaluate how active participation contributes to wellbeing and the achievement of positive outcomes
- 5 Explain ways of working needed in order for individuals to have choice and control over decisions affecting them and the outcomes they wish to achieve
- 6 Evaluate how integrated service provision that crosses traditional boundaries achieves better outcomes for individuals

Lead practice to facilitate positive outcomes for individuals through person centred practice

- 1 Facilitate a culture that considers in day to day practice all aspects of individuals' well-being and their history, preferences, wishes, needs and strengths
- 2 Develop and implement a plan to ensure team members have the training and development they need to support individuals in person centred ways for the achievement of positive outcomes
- 3 Manage others to work with individuals and to adapt approaches in response
- 4 Manage the review of individuals' preferences, wishes, needs and strengths, and of the approaches used in their care and support
- 5 Manage resources in ways that - support individuals to make choices and achieve positive outcomes - promote good health and healthy choices
- 6 Implement systems and processes for recording - identification, progress towards and achievement of outcomes - the implementation of person centred practice

Lead practice to achieve healthcare outcomes

- 1 Support others to - recognise and record individuals' current and emerging health needs - understand why early identification is important - maintain healthcare records in line with requirements
- 2 Implement protocols for involving healthcare professionals
- 3 Use appropriate healthcare methods to work towards health outcomes with individuals
- 4 Work with healthcare professionals to ensure team members have appropriate training to carry out healthcare procedures where required
- 5 Ensure lines of accountability for continuing healthcare procedures are understood and agreed

Unit: H/617/4625 : Regulatory Processes for Adult Care**Understand systems and requirements for the regulation of adult care services****Actions - The candidate must**

- 1 Discuss reasons for the inspection system in England, key drivers and legislation underpinning it
- 2 Explain which services are subject to registration and to inspection
- 3 Outline the key areas of enquiry for inspection
- 4 Explain the grading system and implications of each grade
- 5 Determine sources of information and support

Understand key roles, remits and responsibilities in registered services

- 1 Describe the role of the Registered Manager
- 2 Describe the role of the Nominated Individual (and who may be appointed to this role)
- 3 Describe the responsibilities of the 'fit and proper person'
- 4 Explain the remit of inspectors

Understand the inspection process

- 1 Determine who needs to be aware of and/or involved in the inspection process
- 2 Explain how to prepare for an inspection
- 3 Describe what is involved during an inspection and the information required
- 4 Discuss ways to address the outcome and impact of an inspection

Understand the wider range of regulatory requirements that apply to the service

- 1 Describe the range of regulation processes that apply to the service or aspects of it
- 2 Explain types of information required for each area where different regulatory frameworks may present conflicting requirements
- 3 Describe ways to address such conflicts

Unit: K/617/4626 : Risk-Taking in Adult Care**Understand positive risk-taking****Actions - The candidate must**

- 1 Discuss how risk-taking can contribute to the achievement of positive outcomes for individuals
- 2 Explain the impact of a risk-averse culture on person centred practice and the well-being of individuals
- 3 Describe how supporting others to balance risks and rights informs practice

Understand issues around mental capacity and consent

- 1 Discuss the links between consent, risk management and safeguarding
- 2 Explain key provisions of legislation regarding mental capacity and how these relate to the service
- 3 Identify the support available when mental capacity needs to be assessed
- 4 Evaluate systems that support individuals to give informed consent
- 5 Describe ways to address situations where consent cannot be given

Lead the implementation of policies, procedures and practices to manage risk

- 1 Contribute to the development of policies, procedures and practices to identify, assess and manage risk
- 2 Balance the management of risks with an individual's rights and the duty of care of the organisation
- 3 Work with others to assess and manage risks and issues
- 4 Evaluate own practice in leading a balanced approach

Understand procedures for health and safety requirements

- 1 Evaluate the legislative framework for health and safety in adult care settings
- 2 Determine reporting procedures in own area of responsibility

Be able to lead the implementation of procedures for health and safety requirements

- 1 Support others to comply with legislative and organisational health and safety policies, procedures and practices relevant to their work
- 2 Ensure others are aware of actions if procedures and practices are not complied with
- 3 Complete records and reports on health and safety issues according to legislative and organisational requirements
- 4 Evaluate and improve health and safety policies, procedures and practices

Unit: M/617/4627 : Team Leadership in Adult Care**Provide leadership for a team****Actions - The candidate must**

- 1 Adapt leadership styles to reflect different stages in the team's development
- 2 Establish trust and accountability within the team
- 3 Build team commitment to the service and its values by consistently demonstrating own commitment and expressing own vision
- 4 Develop, implement and review strategies to support a positive values-based culture in the team
- 5 Model and promote team practice that champions diversity, equality and inclusion and challenges discrimination and exclusion

Manage team work

- 1 Facilitate the participation of team members in agreeing team objectives
- 2 Encourage creativity and innovation in planning how to meet team objectives and agree a team plan
- 3 Agree roles, responsibilities and personal work objectives with team members taking account of their individual skills, interests, knowledge, expertise and development needs
- 4 Support team members to work towards personal and team objectives and monitor progress
- 5 Provide feedback on performance to - individual team members - the team
- 6 Work with team members to address any issues with performance and identify opportunities for continuing development
- 7 Recognise progress achieved towards team and personal work objectives

Unit: T/617/4628 : Managing Concerns and Complaints in Adult Care**Understand the management of concerns and complaints****Actions - The candidate must**

- 1 Determine links between the management of concerns/complaints, risk management and safeguarding
- 2 Describe regulatory requirements, codes of practice and guidance for managing concerns and complaints
- 3 Illustrate why those using services may be reluctant to raise concerns or make complaints
- 4 Evaluate attitudes and approaches that ensure concerns and complaints can prompt continuous improvement of the service

Lead practice to address concerns and complaints

- 1 Support team members to understand systems and procedures relating to concerns and complaints
- 2 Ensure information and support is in place to enable those using services and their carers to raise concerns and make complaints when they wish to
- 3 Implement systems and procedures that address and respond to concerns and complaints within agreed time frames
- 4 Use outcomes from concern and complaint investigations to make improvements to the service

Unit: A/617/5134 : Manage residential adult care services**Understand factors that influence the management of residential adult care services****Actions - The candidate must**

- 1 Analyse how the current legislative framework, evidence-based research and organisational protocols impact on the management of residential adult care services
- 2 Explain how person-centred practice influences the management of residential adult care services
- 3 Describe ethical dilemmas and conflicts experienced by managers and practitioners in residential adult care services

Be able to manage provision of residential adult care services

- 1 Select suitable practitioners to support the needs of users of services in response to care requirements and organisational planning
- 2 Support practitioners to understand and develop an awareness of their duties and responsibilities in accordance with organisational standards of care
- 3 Demonstrate clear communication and information sharing with users of services and others, in line with agreed ways of working
- 4 Manage record-keeping to meet legislative and regulatory requirements
- 5 Meet regulatory body requirements for managing residential adult care services

Be able to implement systems for safeguarding of users of services and staff in residential adult care services

- 1 Implement agreed ways of working that support the safety and protection of users of services and others
- 2 Support practitioners to anticipate, manage and report risks in line with organisational policies and procedures
- 3 Manage systems for risk or incident reporting, action and follow-up in accordance with legislative and regulatory guidance
- 4 Demonstrate how incidents or risk is reported to external agencies and regulatory bodies as required

Be able to support practitioners to promote person-centred care in residential adult care services

- 1 Support practitioners to place the needs and preferences of users of services at the centre of their practice
- 2 Enable practitioners to be involved in contributing to person-centred care planning, supported by organisational policies
- 3 Enable opportunities for practitioners to contribute to multidisciplinary reviews in promoting a person-centred focus
- 4 Manage and review systems to monitor feedback from users of services to support organisational planning
- 5 Evaluate the importance of supporting practitioners to challenge systems and ways of working that do not comply with organisational policies and procedures

Be able to respond to day-to-day demands and emergencies in residential adult care services

- 1 Describe the challenges associated with addressing day-to-day demands and emergencies in residential adult care services
- 2 Manage day-to-day changes and emergencies in residential adult care services, in line with organisational expectations

Be able to manage human resources required for residential adult care services

- 1 Plan human resource requirements for residential adult care services in response to financial assessment and care requirements
- 2 Review contingency arrangements for planned or unforeseen circumstances
- 3 Implement systems for regular supervision and appraisal of practitioners, in accordance with organisational policy
- 4 Plan and implement regular opportunities for staff team meetings and feedback sessions to support workforce development and cohesion
- 5 Lead and manage safe recruitment and selection processes for employment of staff, in accordance with legislation and regulatory guidance
- 6 Implement and facilitate induction training and shadowing for new staff
- 7 Explain the actions that should be taken when practitioners do not comply with agreed ways of working

Unit: F/617/5135 : Manage domiciliary services**Understand factors that influence the management of domiciliary services****Actions - The candidate must**

- 1 Evaluate how the current legislative framework, evidence-based research and organisational protocols impact on the management of domiciliary services
- 2 Explain how person-centered practice influences the management of domiciliary service
- 3 Analyse ethical dilemmas and conflicts experienced by managers and practitioners domiciliary services

Be able to manage domiciliary services

- 1 Select and provide suitable practitioners to support individuals' needs
- 2 Support practitioners' to develop awareness of their duties and responsibilities
- 3 Support clear communication and information sharing with individuals and others
- 4 Manage record keeping to meet legislative and regulatory requirements
- 5 Explain systems that calculate and justify charges for domiciliary care

Be able to implement systems for working safely in domiciliary services

- 1 Implement agreed ways of working that support individuals' and others' safety and protection
- 2 Support practitioners to anticipate, manage and report risks
- 3 Manage systems for risk or incident reporting, action and follow-up

Be able to supervise and support practitioners in order to promote individual's needs and preferences in domiciliary services

- 1 Support practitioners to place the individual's needs and preferences at the centre of their practice
- 2 Manage systems to monitor and evaluate the effectiveness of practitioners in promoting individual needs and preferences
- 3 Explain the importance of supporting practitioners to challenge systems and ways of working
- 4 Support practitioners to develop innovative and creative approaches to their work
- 5 Support practitioners to balance the needs and preferences of individuals with the potential risks

Be able to respond to day to day changes and emergencies in domiciliary services

- 1 Explain the challenges associated with addressing day to day changes and emergencies in domiciliary services
- 2 Demonstrate how day to day changes and emergencies are managed in domiciliary services

Be able to manage human resources required for domiciliary services

- 1 Plan human resource requirements for domiciliary services
- 2 Review contingency arrangements for planned or unforeseen circumstances
- 3 Implement systems for supervision of a dispersed workforce
- 4 Arrange for practitioners to be inducted and trained to support roles and individual needs
- 5 Support practitioners to comply with agreed ways of working
- 6 Explain what actions should be taken when practitioners do not comply with agreed ways of working

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: 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/616/4590 : 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: J/617/5136 : Lead and manage end of life care and support**Understand the impact of regulatory and national guidance on developing agreed ways of working in end of life care in adult care****Actions - The candidate must**

- 1 Explain the legal requirements and agreed ways of working designed to protect the rights of users of services in end of life care
- 2 Review current national policies and regulatory guidance in maintaining high standards of end of life care
- 3 Analyse ethical issues relating to decision making at end of life
- 4 Explain how issues of mental capacity could affect end of life care

Understand current theory and practice underpinning end of life care

- 1 Analyse theoretical approaches to death, dying and grieving considering the psychological support needs of the user of services and their family and friends
- 2 Explain how grief and loss manifest in the emotions of individuals who are dying and others
- 3 Explain how to adapt end of life care to the beliefs, religion and culture of users of services
- 4 Assess social factors that may affect the way a user of services and their family respond to planning and support in end of life care
- 5 Analyse how a range of tools for end of life care can support the individual and others
- 6 Critically reflect on how the outcomes of national research can affect your workplace practices

Be able to lead and manage effective end of life care services

- 1 Manage own feelings and emotions in relation to end of life care, using a range of resources as appropriate
- 2 Use effective communication to support individuals at end of life and others
- 3 Use effective mediation and negotiation skills on behalf of the individual who is dying
- 4 Assess the role and value of an advocate in relation to end of life care
- 5 Provide support in accordance with organisational policy for a user of services and their family and friends that respects their beliefs, religion and culture
- 6 Ensure there are sufficient and appropriate resources to support the delivery of end of life care services
- 7 Manage palliative care emergencies according to the wishes and preferences of the individual
- 8 Use a range of tools for end of life care to measure standards through audit and after death analysis

Be able to establish and maintain key relationships to lead and manage end of life care

- 1 Discuss the role of support organisations and specialist services that may contribute to end of life care
- 2 Analyse the features of effective partnership working within your work setting
- 3 Implement shared decision-making strategies in working with individuals at end of life and others
- 4 Analyse how partnership working delivers positive outcomes for individuals and others
- 5 Initiate and contribute to multi-disciplinary assessments
- 6 Explain how to overcome barriers to partnership working
- 7 Discuss how to respond to conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care

Be able to support staff and others in the delivery of excellence in the end of life care service

- 1 Describe how a shared vision for excellent end of life care services can be supported
- 2 Facilitate training and staff development opportunities in end of life care in line with organisational policy
- 3 Support others to use a range of resources as appropriate to manage own feelings when working in end of life care
- 4 Support staff and others to comply with legislation, policies and procedures
- 5 Support staff and others to recognise when mental capacity has reduced to the extent that others will determine care and treatment for the person at the end of life
- 6 Explain the importance of formal and informal supervision practice to support the staff and volunteers in end of life care
- 7 Provide feedback to staff on their practices in relation to end of life care

Be able to continuously improve the quality of the end of life care service

- 1 Analyse how reflective practice approaches can improve the quality of end of life care services
- 2 Reflect on own role in working as a part of a team to develop effective end of life care and support to users of services and their families, and how these experiences could inform future practice
- 3 Use outcomes of reflective practice to improve aspects of the end of life care service

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:**

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|-----|--|
| 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	
5. Understand how to address difficulties, dilemmas and conflicts relating to direct payments	
Assessment Criterion - The learner can:	
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
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
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
1. Understand the role of direct payments	
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: <ul style="list-style-type: none"> • whether a direct payment would be beneficial in meeting the individuals needs • the level and type of support needed to manage the direct payment
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: 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/616/4589 : 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 individuals ability to swallow is affected by: <ul style="list-style-type: none"> • 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 individuals 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 individuals active participation with skill development activities as specified in the individuals 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 individuals 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: <ul style="list-style-type: none"> • 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 individuals 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/616/7694 : Work with families, carers and individuals during times of crisis	
Understand relevant legislation, policy and practice when working with individuals, carers and families in times of crisis	
Assessment Criteria	
1	Describe current legislation relevant to risk assessment and risk management
2	Describe legislation, policy and practice relating to the recording, storing and sharing of information by a service provider
3	Explain the different types of support and intervention available to individuals, carer and families in times of crisis
4	Explain the factors that influence the kinds of support offered
Be able to develop risk management strategies when working with individuals, carers and families in times of crisis	
1	Assess the risk of crisis situations occurring
2	Encourage the participation of individuals, carers and families during the agreement and review of a risk management strategy
3	Provide opportunities for individuals, carers and families to contribute to the identification and agreement of a risk management strategy
4	Formulate a risk management strategy using risk assessments
5	Ensure that activities, roles and responsibilities within a risk management strategy are agreed, clarified and understood by all parties
6	Complete documentation in line with agreed ways of working
Be able to respond during times of crisis	
1	Evaluate the seriousness and urgency of a request for action
2	Work with families, carers and individuals to agree the response to a crisis situation
3	Record and communicate the agreed actions
4	Implement agreed actions promptly in line with agreed ways of working
Be able to review the outcomes of requests for action during times of crisis	
1	Explain how to conduct a valid, reliable and comprehensive review
2	Review outcomes of actions taken and decisions made
3	Analyse the results of the review to inform future risk management strategies and actions to be taken