BIIAB

BIIAB Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)

Level 5 Diploma – 601/6855/9

About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

Sources of Additional Information

The BIIAB Qualifications Limited website www.biiab.co.uk provides access to a wide variety of information.

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Version	Date	Details of Change
2.0	June 2016	ROC - Removal of Pathway B, Children and Young People's Residential Management
3.0	December 2016	ROC - Change of unit code from CA20 to CA144
4.0	June 2017	ROC - Addition of information for Apprentices regarding optional unit that must be taken for the Apprenticeship
5.0	January 2018	Updated handbook throughout to remove reference to "QCF) & updated RoC with TQT figures
6.0	June 2018	Addition of core mandatory pathway units
6.1	June 2023	Reformatted Qualification Guide into new branding

Qualification Guidance

Contents

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Guidance

Qualification Summary

BIIAB Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) – 601/6855 /9								
Qualification Purpose	To confirm occupational competence							
Age Range	**Pre 16**		**16-18**		**18+**		**19+**	✓
Regulation	The above qualification is regulated by Ofqual							
Assessment	• Internal assessment • Internal and external moderation							
Type of Funding Available	See FaLa (Find a Learning Aim)							
Qualification/Unit Fee	See BIIAB Qualifications Limited web site for current fees and charges							
Grading	Pass/Fail To achieve a Pass grade, learners **must** achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
Operational Start Date	01/09/2015							
Review Date	30/06/2025							
Operational End Date								
Certification End Date								
Guided Learning (GL)	515 hours							
Total Qualification Time (TQT)	900 hours							
Credit Value	90							
BIIAB Qualifications Limited Sector	Health and Social Care							
Ofqual SSA Sector	1.3 Health and Social Care							
Support from Trade Associations								
Administering Office	See BIIAB Qualifications Limited web site							

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1. About the BIIAB Level 5 in Leadership for Health and Social Care and Children and Young People's Services (England)

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
BIIAB Level 5 in Leadership for Health and Social Care and Children and Young People's Services (England)	601/6855/9

2. Objective and Purpose of this Qualification

This qualification has been designed to allow learners to obtain and then demonstrate the knowledge and skills required to work effectively and flexibly within Health and Social Care at level 5.

Achievement of this qualification indicates competence. This qualification is the combined knowledge and competence component of the Higher Apprenticeship in Care Leadership and Management (Adult Social Care) in England.

The primary purpose of the qualification is to confirm occupational competence.

As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

![BIIAB logo]

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3. About this Guidance

This guidance has been developed to provide guidance for learners, assessors and quality assurers undertaking, delivering, or quality assuring this qualification.

The purpose of the guidance is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this guidance is updated, centres will be notified by BIIAB Qualifications Limited.

4. BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via www.biiab.co.uk

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Support Contact Details: 0115 854 1620

Email: CustomerSupport@biiab.co.uk

Our Customer Support team will be happy to assist with any administration related enquiries you may have. For example:
- registration and certification enquiries
- re-certification issues
- centres available in the local area
- appeals
- whistleblowing

5. What are Rules of Combination (ROC)?

Under the Regulatory Qualifications Framework (RQF), qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- the total credit value of the qualification
- the amount of credit that must be achieved within specific groups of units (e.g. Mandatory, Optional Unit, and Optional groups)

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- the minimum credit which must be achieved at the level or above the level of the qualification
- the Total Qualification Time (TQT)
- the title, Unit Regulation Number and BIIAB Qualifications Limited Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- any barred units (units that cannot be taken together as part of the qualification)

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

6. BIIAB Level 5 in Leadership for Health and Social Care and Children and Young People's Services (England) Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 5 in Leadership for Health and Social Care and Children and Young People's Services (England), learners **must** gain a **total of 90** credits. This **must** consist of:

- Minimum total credit: **90**
- Mandatory Group A **minimum** credit: **30**
- The remaining **60 credits** must come from one of the Pathways C to G as follows:

Pathway C: Children and Young People's Management

Learners **must** achieve a **minimum** of **60** credits - **38** credits from Group C1, a **minimum** of **12** credits from Group C2, and the remaining credits to be taken from Groups C2, C3 or C4 with a minimum of 1 and a maximum of 6 credits from Group C3.

- o **Group C1:** Children and Young People's Management - Core Mandatory
- o **Group C2:** Children and Young People's Management - Optional Management
- o **Group C3:** Children and Young People's Management - Optional Knowledge
- o **Group C4:** Children and Young People's Management - Optional General

Pathway D: Children and Young People's Advanced Practice

Learners **must** achieve a **minimum** of 60 credits - **26** credits from Group D1, and the remaining credits from Groups D2, D3 or D4, with a minimum of 1 and a maximum of 6 credits from Group D3.

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- **Group D1:** Children and Young People's Advanced Practice - Core Mandatory
- **Group D2:** Children and Young People's Advanced Practice - Optional Management
- **Group D3:** Children and Young People's Advanced Practice - Optional Knowledge
- **Group D4:** Children and Young People's Advanced Practice - Optional General

Pathway E: Adults' Residential Management

Learners **must** achieve a **minimum** of **60** credits - **32** credits from Group E1, a **minimum** of **12** credits from Group E2, and the remaining credits from Groups E2, E3 or E4, with a minimum of 1 and a maximum of 6 credits from Group E3.

- **Group E1:** Adults' Residential Management – Core Mandatory
- **Group E2:** Adults' Residential Management - Optional Unit Management
- **Group E3:** Adults' Residential Management - Optional Knowledge
- **Group E4:** Adults' Residential Management - Optional General

Pathway F: Adults' Management

Learners **must** achieve a **minimum** of **60** credits - **33** credits from Group F1, a **minimum** of **12** credits from Group F2, and the remaining credits from Groups F2, F3 or F4 with a minimum of 1 and a maximum of 6 credits from Group F3.

- **Group F1:** Adults' Management - Core Mandatory
- **Group F2:** Adults' Management - Optional Management
- **Group F3:** Adults' Management - Optional Knowledge
- **Group F4:** Adults' Management - Optional General

Pathway G: Adults' Advanced Practice
Learners **must** achieve a **minimum** of **60** credits - **21** credits from Group G1, and the remaining credits from Groups G2, G3 or G4 with a minimum of 1 and a maximum of 6 credits from Group G3.

- **Group G1:** Adults' Advanced Practice - Core Mandatory
- **Group G2:** Adults' Advanced Practice - Optional Management
- **Group G3:** Adults' Advanced Practice - Optional Knowledge
- **Group G4:** Adults' Advanced Practice - Optional General

- A **minimum of 66** credits **must** be achieved through the completion of units at **Level 5** and above.

- GLH: **515**

- TQT: **900**

Please note that apprentices undertaking the Higher Apprenticeship in Care Leadership and Management MUST achieve the following optional unit:

- CA311 F/504/2218 Understand professional management and leadership in health and social care or children and young people's settings

This qualification has been developed based upon industry feedback as to the fundamental knowledge required to work in the sector at this level.

Listed below are the qualification units.

Mandatory Unit Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA246	F/602/2335	Use and develop systems that promote communication	5	3	24	Portfolio
CA247	L/602/2578	Promote professional development	4	4	33	Portfolio
CA248	Y/602/3183	Champion equality, diversity and inclusion	5	4	34	Portfolio
CA249	K/602/3172	Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings	5	5	33	Portfolio
CA250	A/602/3189	Work in partnership in health and social care or children and young people's settings	4	4	26	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA251	J/602/3499	Undertake a research project within services for health and social care or children and young people	5	10	80	Portfolio

Core Mandatory Pathway Group C1: Children and Young People's Management

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA252	F/602/2335	Understand children and young person's development	5	6	30	Portfolio
CA253	J/601/9369	Lead practice that supports positive outcomes for child and young person development	5	6	36	Portfolio
CA254	A/601/9370	Develop and implement policies and procedures to support the safeguarding of children and young people	5	6	26	Portfolio
CA338	H/602/3171	Lead and manage a team within a health and social care or children and young people's setting	6	7	46	Portfolio
CA218	M/602/3187	Develop professional supervision practice in health and social care or children and young people's work settings	5	5	39	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA257	J/602/2577	Lead practice in promoting the well-being and resilience of children and young people	5	8	53	Portfolio

Optional Management Group C2

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA258	J/602/2336	Develop procedures and practice to respond to concerns and complaints	5	6	40	Portfolio
CA259	R/602/2338	Recruitment and selection within health and social care or children and young people's settings	4	3	26	Portfolio
CA219	Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	5	6	42	Portfolio
CA261	L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	5	6	43	Portfolio
CA220	T/602/2574	Manage induction in health and social care or children and young people's settings	4	3	21	Portfolio

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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA263	F/602/2612	Facilitate change in health and social care or children and young people's settings	5	6	42	Portfolio
CA264	L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	6	7	48	Portfolio
CA265	T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	4	4	31	Portfolio
CA266	R/602/2758	Manage quality in health and social care or children and young people's setting	5	5	36	Portfolio
CA267	Y/600/9588	Develop and evaluate operational plans for own area of responsibility	5	6	25	Portfolio
CA268	K/600/9711	Manage physical resources	4	3	25	Portfolio

Optional Knowledge Group C3

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA269	T/602/3188	Understand partnership working	4	1	7	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA270	D/602/3170	Understand how to manage a team	4	3	20	Portfolio
CA271	H/602/3185	Understanding professional supervision practice	4	3	22	Portfolio
CA144	J/601/3538	Understand the process and experience of dementia	3	3	22	Assessment Knowledge Module
CA148	J/601/6150	Understand Physical Disability	3	3	22	Portfolio
CA149	Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	3	3	28	Portfolio
CA150	M/601/3467	Understand Sensory Loss	3	3	21	Portfolio
CA61	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	21	Portfolio
CA156	A/503/8135	Understand Advance Care Planning	3	3	25	Portfolio
CA7	J/503/8137	Understand how to support individuals during the last days of life	3	3	28	Assessment Knowledge Module
CA159	F/503/8704	End of life and dementia care	3	2	20	Portfolio

Optional General Group C4

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA280	L/602/2337	Manage domiciliary services	5	6	39	Portfolio
CA281	F/602/2853	Lead the management of transitions	5	4	29	Portfolio
CA282	K/602/2572	Lead positive behavioural support	7	10	75	Portfolio
CA283	K/602/3074	Develop provision for family support	5	5	33	Portfolio
CA284	M/602/2380	Lead support for disabled children and young people and their carers	6	8	57	Portfolio
CA285	H/601/7354	Lead active support	5	5	35	Portfolio
CA286	K/601/7355	Active support: lead interactive training	5	4	30	Portfolio
CA287	J/601/5645	Promote access to healthcare for individuals with learning disabilities	5	6	44	Portfolio
CA288	A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	5	7	53	Portfolio
CA200	M/601/5817	Support families who are affected by Acquired Brain Injury	3	3	30	Portfolio

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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA201	D/601/5750	Support families who have a child with a disability	3	3	23	Portfolio
CA209	M/601/9494	Support the development of community partnerships	4	5	33	Portfolio
CA232	K/601/7906	Support individuals to access housing and accommodation services	3	4	24	Portfolio
CA116	T/601/9495	Support individuals at the end of life	3	7	53	Portfolio
CA190	H/601/3546	Work with families, carers and individuals during times of crisis	4	5	35	Portfolio
CA194	M/601/5252	Implement the positive behavioural support model	4	8	61	Portfolio
CA206	H/601/5250	Support individuals to access education, training or employment	4	4	31	Portfolio
CA293	M/601/5249	Promote awareness of sensory loss	5	3	19	Portfolio
CA298	H/601/5250	Support the use of assistive technology	5	4	31	Portfolio
CA299	K/601/5251	Explore models of disability	5	5	32	Portfolio
CA300	M/601/5252	Support individuals with sensory loss with communication	5	5	37	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA301	T/601/5253	Support individuals with multiple conditions and/or disabilities	5	5	34	Portfolio
CA302	T/600/9789	Support children's speech, language and communication	3	4	30	Portfolio
CA303	F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	4	5	40	Portfolio
CA304	F/502/3295	Independent Mental Capacity Advocacy	4	12	35	Portfolio
CA332	J/502/3296	Independent Mental Health Advocacy	4	7	35	Portfolio
CA305	L/502/3297	Providing Independent Advocacy Management	4	11	35	Portfolio
CA306	R/502/3298	Providing Independent Advocacy to Adults	4	5	35	Portfolio
CA307	Y/502/3299	Independent Advocacy with Children and Young People	4	7	35	Portfolio
CA308	F/502/3300	Providing Independent Mental Capacity Advocacy- Deprivation of Liberty Safeguards	4	5	35	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA163	M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	3	4	24	Portfolio
CA165	D/501/0585	Identify and act upon immediate risk of danger to substance misusers	3	4	24	Portfolio
CA311	F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	5	6	50	Portfolio
CA312	D/504/2212	Lead and manage practice in dementia care	5	6	41	Portfolio
CA215	M/503/8685	Support the spiritual wellbeing of individuals	3	3	26	Portfolio
CA213	F/503/8685	Support individuals during the last days of life	4	5	33	Portfolio
CA315	T/503/8134	Lead and manage end of life care services	5	7	45	Portfolio
CA316	L/503/8138	Lead a service that supports individuals through significant life events	5	4	31	Portfolio
CA226	T/504/2202	Support individuals to stay safe from harm or abuse	3	4	27	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA224	J/504/2205	Provide support to adults who have experienced harm or abuse	4	5	39	Portfolio
CA227	T/504/2216	Assess the needs of carers and families	3	4	28	Portfolio
CA320	F/504/2204	Provide support to children or young people who have experienced harm or abuse	4	6	45	Portfolio
CA70	D/504/2243	Understand the factors affecting older people	3	2	17	Portfolio
CA322	Y/504/2239	Provide information about health and social care or children and young people's services	3	3	20	Portfolio
CA323	Y/504/2208	Lead and manage infection prevention and control within the work setting	5	6	38	Portfolio
CA324	T/504/2197	Professional practice in health and social care for adults or children and young people	5	6	43	Portfolio
CA325	A/504/2198	Develop, maintain and use records and reports	4	3	23	Portfolio
CA326	H/504/2213	Lead practice which supports individuals to take positive risks	5	4	30	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA327	A/504/2217	Lead practice in assessing and planning for the needs of families and carers	5	3	22	Portfolio
CA328	J/504/2236	Manage business redesign in health and social care or children or young people's services	5	5	30	Portfolio
CA329	J/504/2219	Appraise staff performance	5	5	32	Portfolio
CA229	R/504/2224	Support people who are providing homes to individuals	4	6	40	Portfolio
CA331	M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	5	6	40	Portfolio

Core Mandatory Pathway Group D1 - Children and Young People's Advanced Practice

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA252	F/601/9449	Understand children and young person's development	5	6	30	Portfolio
CA253	J/601/9369	Lead practice that supports positive outcomes for child and young person development	5	6	36	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA254	A/601/9370	Develop and implement policies and procedures to support the safeguarding of children and young people	5	6	26	Portfolio
CA257	J/602/2577	Lead practice in promoting the well-being and resilience of children and young people	5	8	53	Portfolio

Optional Management Group D2

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA258	J/602/2336	Develop procedures and practice to respond to concerns and complaints	5	6	40	Portfolio
CA259	R/602/2338	Recruitment and selection within health and social care or children and young people's settings	4	3	26	Portfolio
CA219	Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	5	6	42	Portfolio
CA261	L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	5	6	43	Portfolio

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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA220	T/602/2753	Manage induction in health and social care or children and young people's settings	4	3	21	Portfolio
CA263	F/602/2612	Facilitate change in health and social care or children and young people's settings	5	6	42	Portfolio
CA264	L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	6	7	48	Portfolio
CA265	T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	4	4	31	Portfolio
CA266	R/602/2758	Manage quality in health and social care or children and young people's setting	5	5	36	Portfolio
CA267	Y/600/9588	Develop and evaluate operational plans for own area of responsibility	5	6	25	Portfolio
CA268	K/600/9711	Manage physical resources	4	3	25	Portfolio

Optional Knowledge Group D3

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA269	T/602/3188	Understand partnership working	4	1	7	Portfolio
CA270	D/602/3170	Understand how to manage a team	4	3	20	Portfolio
CA271	H/602/3185	Understanding professional supervision practice	4	3	22	Portfolio
CA148	J/601/6150	Understand Physical Disability	3	3	22	Portfolio
CA144	J/601/3538	Understand the process and experience of dementia	3	3	22	Assessment Knowledge Module
CA149	Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	3	3	28	Portfolio
CA150	M/601/3467	Understand Sensory Loss	3	3	21	Portfolio
CA61	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	21	Portfolio
CA156	A/503/8135	Understand Advance Care Planning	3	3	25	Portfolio
CA7	J/503/8137	Understand how to support individuals during the last days of life	3	3	28	Assessment Knowledge Module
CA159	F/503/8704	End of life and dementia care	3	2	20	Portfolio

Optional General Group D4

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA280	L/602/2337	Manage domiciliary services	5	6	39	Portfolio
CA281	F/602/2853	Lead the management of transitions	5	4	29	Portfolio
CA282	K/602/2572	Lead positive behavioural support	7	10	75	Portfolio
CA283	K/602/3074	Develop provision for family support	5	5	33	Portfolio
CA284	M/602/2380	Lead support for disabled children and young people and their carers	6	8	57	Portfolio
CA285	H/601/7354	Lead active support	5	5	35	Portfolio
CA286	K/601/7355	Active support: lead interactive training	5	4	30	Portfolio
CA287	J/601/5645	Promote access to healthcare for individuals with learning disabilities	5	6	44	Portfolio
CA288	A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	5	7	53	Portfolio
CA200	M/601/5817	Support families who are affected by Acquired Brain Injury	3	3	30	Portfolio
CA201	D/601/5750	Support families who have a child with a disability	3	3	23	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA209	M/601/9494	Support the development of community partnerships	4	5	33	Portfolio
CA232	K/601/7906	Support individuals to access housing and accommodation services	3	4	24	Portfolio
CA116	T/601/9495	Support individuals at the end of life	3	7	53	Portfolio
CA190	F/601/9029	Work with families, carers and individuals during times of crisis	4	5	35	Portfolio
CA194	T/601/9738	Implement the positive behavioural support model	4	8	61	Portfolio
CA206	H/601/3546	Support individuals to access education, training or employment	4	4	31	Portfolio
CA293	M/601/5249	Promote awareness of sensory loss	5	3	19	Portfolio
CA298	H/601/5250	Support the use of assistive technology	5	4	31	Portfolio
CA299	K/601/5251	Explore models of disability	5	5	32	Portfolio
CA300	M/601/5252	Support individuals with sensory loss with communication	5	5	37	Portfolio
CA301	T/601/5253	Support individuals with multiple conditions and/or disabilities	5	5	34	Portfolio

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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA302	T/600/9789	Support children's speech, language and communication	3	4	30	Portfolio
CA303	F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	4	5	40	Portfolio
CA304	F/502/3295	Independent Mental Capacity Advocacy	4	12	35	Portfolio
CA332	J/502/3296	Independent Mental Health Advocacy	4	7	35	Portfolio
CA305	L/502/3297	Providing Independent Advocacy Management	4	5	35	Portfolio
CA306	R/502/3298	Providing Independent Advocacy to Adults	4	5	35	Portfolio
CA307	Y/502/3299	Independent Advocacy with Children and Young People	4	7	35	Portfolio
CA308	F/502/3300	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards	4	5	35	Portfolio
CA163	M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	3	4	24	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA165	D/501/0585	Identify and act upon immediate risk of danger to substance misusers	3	4	24	Portfolio
CA311	F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	5	6	50	Portfolio
CA312	D/504/2212	Lead and manage practice in dementia care	5	6	41	Portfolio
CA215	M/503/8133	Support the spiritual wellbeing of individuals	3	3	26	Portfolio
CA213	F/503/8685	Support individuals during the last days of life	4	5	33	Portfolio
CA315	T/503/8134	Lead and manage end of life care services	5	7	45	Portfolio
CA316	L/503/8138	Lead a service that supports individuals through significant life events	5	4	31	Portfolio
CA226	T/504/2202	Support individuals to stay safe from harm or abuse	3	4	27	Portfolio
CA224	J/504/2205	Provide support to adults who have experienced harm or abuse	4	5	39	Portfolio
CA227	T/504/2216	Assess the needs of carers and families	3	4	28	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA320	F/504/2204	Provide support to children or young people who have experienced harm or abuse	4	6	45	Portfolio
CA70	D/504/2243	Understand the factors affecting older people	3	2	17	Portfolio
CA322	Y/504/2239	Provide information about health and social care or children and young people's services	3	3	20	Portfolio
CA323	Y/504/2208	Lead and manage infection prevention and control within the work setting	5	6	38	Portfolio
CA324	T/504/2197	Professional practice in health and social care for adults or children and young people	5	6	43	Portfolio
CA325	A/504/2198	Develop, maintain and use records and reports	4	3	23	Portfolio
CA326	H/504/2213	Lead practice which supports individuals to take positive risks	5	4	30	Portfolio
CA327	A/504/2217	Lead practice in assessing and planning for the needs of families and carers	5	3	22	Portfolio
CA328	J/504/2236	Manage business redesign in health and social care or children or young people's services	5	5	30	Portfolio

Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA329	J/504/2219	Appraise staff performance	5	5	32	Portfolio
CA229	R/504/2224	Support people who are providing homes to individuals	4	6	40	Portfolio
CA331	M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	5	6	40	Portfolio

Core Mandatory Pathway Group E1: Adults' Residential Management

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA333	M/602/2850	Manage health and social care practice to ensure positive outcomes for individuals	5	5	35	Portfolio
CA334	R/602/2856	Safeguarding and protection of vulnerable adults	5	5	37	Portfolio
CA335	T/602/3174	Lead and manage group living for adults	5	5	39	Portfolio
CA336	Y/602/2860	Understand safeguarding of children and young people(for those working in the adult sector)	3	1	10	Portfolio
CA337	D/602/2844	Lead person centred practice	5	4	29	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA338	H/602/3171	Lead and manage a team within a health and social care or children and young people's setting	6	7	46	Portfolio
CA218	M/602/3187	Develop professional supervision practice in health and social care or children and young people's work settings	5	5	39	Portfolio

Optional Management Group E2

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA258	J/602/2336	Develop procedures and practice to respond to concerns and complaints	5	6	40	Portfolio
CA259	R/602/2338	Recruitment and selection within health and social care or children and young people's settings	4	3	26	Portfolio
CA219	Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	5	6	42	Portfolio
CA261	L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	5	6	43	Portfolio

Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA220	T/602/2574	Manage induction in health and social care or children and young people's settings	4	3	21	Portfolio
CA263	F/602/2612	Facilitate change in health and social care or children and young people's settings	5	6	42	Portfolio
CA264	L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	6	7	48	Portfolio
CA265	T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	4	4	31	Portfolio
CA266	R/602/2758	Manage quality in health and social care or children and young people's setting	5	5	36	Portfolio
CA267	Y/600/9588	Develop and evaluate operational plans for own area of responsibility	5	6	25	Portfolio
CA268	K/600/9711	Manage physical resources	4	3	25	Portfolio

Optional Knowledge Group E3

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA269	T/602/3188	Understand partnership working	4	1	7	Portfolio
CA270	D/602/3170	Understand how to manage a team	4	3	20	Portfolio
CA271	H/602/3185	Understanding professional supervision practice	4	3	22	Portfolio
CA144	J/601/3538	Understand the process and experience of dementia	3	3	22	Assessment Knowledge Module
CA148	J/601/6150	Understand Physical Disability	3	3	22	Portfolio
CA149	Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	3	3	28	Portfolio
CA150	M/601/3467	Understand Sensory Loss	3	3	21	Portfolio
CA61	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	21	Portfolio
CA156	A/503/8135	Understand Advance Care Planning	3	3	25	Portfolio
CA7	J/503/8137	Understand how to support individuals during the last days of life	3	3	28	Assessment Knowledge Module
CA159	F/503/8704	End of life and dementia care	3	2	20	Portfolio

Optional General Group E4

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA280	L/602/2337	Manage domiciliary services	5	6	39	Portfolio
CA281	F/602/2853	Lead the management of transitions	5	4	29	Portfolio
CA282	K/602/2572	Lead positive behavioural support	7	10	75	Portfolio
CA283	K/602/3074	Develop provision for family support	5	5	33	Portfolio
CA284	M/602/2380	Lead support for disabled children and young people and their carers	6	8	57	Portfolio
CA285	H/601/7354	Lead active support	5	5	35	Portfolio
CA286	K/601/7355	Active support: lead interactive training	5	4	30	Portfolio
CA287	J/601/5645	Promote access to healthcare for individuals with learning disabilities	5	6	44	Portfolio
CA288	A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	5	7	53	Portfolio
CA200	M/601/5817	Support families who are affected by Acquired Brain Injury	3	3	30	Portfolio
CA201	D/601/5750	Support families who have a child with a disability	3	3	23	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA209	M/601/9494	Support the development of community partnerships	4	5	33	Portfolio
CA232	K/601/7906	Support individuals to access housing and accommodation services	3	4	24	Portfolio
CA116	T/601/9495	Support individuals at the end of life	3	7	53	Portfolio
CA190	F/601/9029	Work with families, carers and individuals during times of crisis	4	5	35	Portfolio
CA194	T/601/9738	Implement the positive behavioural support model	4	8	61	Portfolio
CA206	H/601/3546	Support individuals to access education, training or employment	4	4	31	Portfolio
CA293	M/601/5249	Promote awareness of sensory loss	5	3	19	Portfolio
CA298	H/601/5250	Support the use of assistive technology	5	4	31	Portfolio
CA299	K/601/5251	Explore models of disability	5	5	32	Portfolio
CA300	M/601/5252	Support individuals with sensory loss with communication	5	5	37	Portfolio
CA301	T/601/5253	Support individuals with multiple conditions and/or disabilities	5	5	34	Portfolio
CA302	T/600/9789	Support children's speech, language and communication	3	4	30	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA303	F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	4	5	40	Portfolio
CA304	F/502/3295	Independent Mental Capacity Advocacy	4	12	35	Portfolio
CA332	J/502/3296	Independent Mental Health Advocacy	4	7	35	Portfolio
CA305	L/502/3297	Providing Independent Advocacy Management	4	11	35	Portfolio
CA306	R/502/3298	Providing Independent Advocacy to Adults	4	5	35	Portfolio
CA307	Y/502/3299	Independent Advocacy with Children and Young People	4	7	35	Portfolio
CA308	F/502/3300	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards	4	5	35	Portfolio
CA163	M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	3	4	24	Portfolio
CA165	D/501/0585	Identify and act upon immediate risk of danger to substance misusers	3	4	24	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA311	F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	5	6	50	Portfolio
CA312	D/504/2212	Lead and manage practice in dementia care	5	6	41	Portfolio
CA215	M/503/8133	Support the spiritual wellbeing of individuals	3	3	26	Portfolio
CA213	F/503/8685	Support individuals during the last days of life	4	5	33	Portfolio
CA315	T/503/8134	Lead and manage end of life care services	5	7	45	Portfolio
CA316	L/503/8138	Lead a service that supports individuals through significant life events	5	4	31	Portfolio
CA226	T/504/2202	Support individuals to stay safe from harm or abuse	3	4	27	Portfolio
CA224	J/504/2205	Provide support to adults who have experienced harm or abuse	4	5	39	Portfolio
CA227	T/504/2216	Assess the needs of carers and families	3	4	28	Portfolio
CA320	F/504/2204	Provide support to children or young people who have experienced harm or abuse	4	6	45	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA70	D/504/2243	Understand the factors affecting older people	3	2	17	Portfolio
CA322	Y/504/2239	Provide information about health and social care or children and young people's services	3	3	20	Portfolio
CA323	Y/504/2208	Lead and manage infection prevention and control within the work setting	5	6	38	Portfolio
CA324	T/504/2197	Professional practice in health and social care for adults or children and young people	5	6	43	Portfolio
CA325	A/504/2198	Develop, maintain and use records and reports	4	3	23	Portfolio
CA326	H/504/2213	Lead practice which supports individuals to take positive risks	5	4	30	Portfolio
CA327	A/504/2217	Lead practice in assessing and planning for the needs of families and carers	5	3	22	Portfolio
CA328	J/504/2236	Manage business redesign in health and social care or children or young people's services	5	5	30	Portfolio
CA329	J/504/2219	Appraise staff performance	5	5	32	Portfolio
CA229	R/504/2224	Support people who are providing homes to individuals	4	6	40	Portfolio

Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA331	M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	5	6	40	Portfolio

Core Mandatory Pathway Group F1: Adults' Management

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA333	M/602/2850	Manage health and social care practice to ensure positive outcomes for individuals	5	5	35	Portfolio
CA334	R/602/2856	Safeguarding and protection of vulnerable adults	5	5	37	Portfolio
CA336	Y/602/2860	Understand safeguarding of children and young people (for those working in the adult sector)	3	1	10	Portfolio
CA337	D/602/2844	Lead person centred practice	5	4	29	Portfolio
CA338	H/602/3171	Lead and manage a team within a health and social care or children and young people's setting	6	7	46	Portfolio
CA218	M/602/3187	Develop professional supervision practice in health and social care or children and young people's work settings	5	5	39	Portfolio

Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA339	J/601/5242	Assess the individual in a health and social care setting	5	6	41	Portfolio

Optional Management Group F2

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA258	J/602/2336	Develop procedures and practice to respond to concerns and complaints	5	6	40	Portfolio
CA259	R/602/2338	Recruitment and selection within health and social care or children and young people's settings	4	3	26	Portfolio
CA219	Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	5	6	42	Portfolio
CA261	L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	5	6	43	Portfolio
CA220	T/602/2574	Manage induction in health and social care or children and young people's settings	4	3	21	Portfolio

Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA263	F/602/2612	Facilitate change in health and social care or children and young people's settings	5	6	42	Portfolio
CA264	L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	6	7	48	Portfolio
CA265	T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	4	4	31	Portfolio
CA266	R/602/2758	Manage quality in health and social care or children and young people's setting	5	5	36	Portfolio
CA267	Y/600/9588	Develop and evaluate operational plans for own area of responsibility	5	6	25	Portfolio
CA268	K/600/9711	Manage physical resources	4	3	25	Portfolio

Optional Knowledge Group F3

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA269	T/602/3188	Understand partnership working	4	1	7	Portfolio
CA270	D/602/3170	Understand how to manage a team	4	3	20	Portfolio

Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA271	H/602/3185	Understanding professional supervision practice	4	3	22	Portfolio
CA144	J/601/3538	Understand the process and experience of dementia	3	3	22	Assessment Knowledge Module
CA148	J/601/6150	Understand Physical Disability	3	3	22	Portfolio
CA149	Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	3	3	28	Portfolio
CA150	M/601/3467	Understand Sensory Loss	3	3	21	Portfolio
CA61	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	21	Portfolio
CA156	A/503/8135	Understand Advance Care Planning	3	3	25	Portfolio
CA7	J/503/8137	Understand how to support individuals during the last days of life	3	3	28	Assessment Knowledge Module
CA159	F/503/8704	End of life and dementia care	3	2	20	Portfolio

Optional General Group F4

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA280	L/602/2337	Manage domiciliary services	5	6	39	Portfolio
CA281	F/602/2853	Lead the management of transitions	5	4	29	Portfolio
CA282	K/602/2572	Lead positive behavioural support	7	10	75	Portfolio
CA283	K/602/3074	Develop provision for family support	5	5	33	Portfolio
CA284	M/602/2380	Lead support for disabled children and young people and their carers	6	8	57	Portfolio
CA285	H/601/7354	Lead active support	5	5	35	Portfolio
CA286	K/601/7355	Active support: lead interactive training	5	4	30	Portfolio
CA287	J/601/5645	Promote access to healthcare for individuals with learning disabilities	5	6	44	Portfolio
CA288	A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	5	7	53	Portfolio
CA201	D/601/5750	Support families who have a child with a disability	3	3	23	Portfolio
CA200	M/601/5817	Support families who are affected by Acquired Brain Injury	3	3	30	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA209	M/601/9494	Support the development of community partnerships	4	5	33	Portfolio
CA232	K/601/7906	Support individuals to access housing and accommodation services	3	4	24	Portfolio
CA116	T/601/9495	Support individuals at the end of life	3	7	53	Portfolio
CA190	F/601/9029	Work with families, carers and individuals during times of crisis	4	5	35	Portfolio
CA194	T/601/9738	Implement the positive behavioural support model	4	8	61	Portfolio
CA206	H/601/3546	Support individuals to access education, training or employment	4	4	31	Portfolio
CA293	M/601/5249	Promote awareness of sensory loss	5	3	19	Portfolio
CA298	H/601/5250	Support the use of assistive technology	5	4	31	Portfolio
CA299	K/601/5251	Explore models of disability	5	5	32	Portfolio
CA300	M/601/5252	Support individuals with sensory loss with communication	5	5	37	Portfolio
CA301	T/601/5253	Support individuals with multiple conditions and/or disabilities	5	5	34	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA302	T/600/9789	Support children's speech, language and communication	3	4	30	Portfolio
CA303	F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	4	5	40	Portfolio
CA304	F/502/3295	Independent Mental Capacity Advocacy	4	12	35	Portfolio
CA332	J/502/3296	Independent Mental Health Advocacy	4	7	35	Portfolio
CA305	L/502/3297	Providing Independent Advocacy Management	4	11	35	Portfolio
CA306	R/502/3298	Providing Independent Advocacy to Adults	4	5	35	Portfolio
CA307	Y/502/3299	Independent Advocacy with Children and Young People	4	7	35	Portfolio
CA308	F/502/3300	Providing Independent Mental Capacity Advocacy- Deprivation of Liberty Safeguards	4	5	35	Portfolio
CA163	M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	3	4	24	Portfolio

Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA165	D/501/0585	Identify and act upon immediate risk of danger to substance misusers	3	4	24	Portfolio
CA311	F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	5	6	50	Portfolio
CA312	D/504/2212	Lead and manage practice in dementia care	5	6	41	Portfolio
CA215	M/503/8133	Support the spiritual wellbeing of individuals	3	3	26	Portfolio
CA213	F/503/8685	Support individuals during the last days of life	4	5	33	Portfolio
CA315	T/503/8134	Lead and manage end of life care services	5	7	45	Portfolio
CA316	L/503/8138	Lead a service that supports individuals through significant life events	5	4	31	Portfolio
CA226	T/504/2202	Support individuals to stay safe from harm or abuse	3	4	27	Portfolio
CA224	J/504/2205	Provide support to adults who have experienced harm or abuse	4	5	39	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA227	T/504/2216	Assess the needs of carers and families	3	4	28	Portfolio
CA320	F/504/2204	Provide support to children or young people who have experienced harm or abuse	4	6	45	Portfolio
CA70	D/504/2243	Understand the factors affecting older people	3	2	17	Portfolio
CA322	Y/504/2239	Provide information about health and social care or children and young people's services	3	3	20	Portfolio
CA323	Y/504/2208	Lead and manage infection prevention and control within the work setting	5	6	38	Portfolio
CA324	T/504/2197	Professional practice in health and social care for adults or children and young people	5	6	43	Portfolio
CA325	A/504/2198	Develop, maintain and use records and reports	4	3	23	Portfolio
CA326	H/504/2213	Lead practice which supports individuals to take positive risks	5	4	30	Portfolio
CA327	A/504/2217	Lead practice in assessing and planning for the needs of families and carers	5	3	22	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA328	J/504/2236	Manage business redesign in health and social care or children or young people's services	5	5	30	Portfolio
CA329	J/504/2219	Appraise staff performance	5	5	32	Portfolio
CA229	R/504/2224	Support people who are providing homes to individuals	4	6	40	Portfolio
CA331	M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	5	6	40	Portfolio

Core Mandatory Pathway Group G1: Adults' Advanced Practice

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA333	M/602/2850	Manage health and social care practice to ensure positive outcomes for individuals	5	5	35	Portfolio
CA334	R/602/2856	Safeguarding and protection of vulnerable adults	5	5	37	Portfolio
CA336	Y/602/2860	Understand safeguarding of children and young people (for those working in the adult sector)	3	1	10	Portfolio
CA337	D/602/2844	Lead person centred practice	5	4	29	Portfolio

Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA339	J/601/5242	Assess the individual in a health and social care setting	5	6	41	Portfolio

Optional Management Group G2

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA258	J/602/2336	Develop procedures and practice to respond to concerns and complaints	5	6	40	Portfolio
CA259	R/602/2338	Recruitment and selection within health and social care or children and young people's settings	4	3	26	Portfolio
CA219	Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	5	6	42	Portfolio
CA261	L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	5	6	43	Portfolio
CA220	T/602/2574	Manage induction in health and social care or children and young people's settings	4	3	21	Portfolio

Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA263	F/602/2612	Facilitate change in health and social care or children and young people's settings	5	6	42	Portfolio
CA264	L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	6	7	48	Portfolio
CA265	T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	4	4	31	Portfolio
CA266	R/602/2758	Manage quality in health and social care or children and young people's setting	5	5	36	Portfolio
CA267	Y/600/9588	Develop and evaluate operational plans for own area of responsibility	5	6	25	Portfolio
CA268	K/600/9711	Manage physical resources	4	3	25	Portfolio

Optional Knowledge Group G3

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA269	T/602/3188	Understand partnership working	4	1	7	Portfolio
CA270	D/602/3170	Understand how to manage a team	4	3	20	Portfolio

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Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA271	H/602/3185	Understanding professional supervision practice	4	3	22	Portfolio
CA144	J/601/3538	Understand the process and experience of dementia	3	3	22	Assessment Knowledge Module
CA148	J/601/6150	Understand Physical Disability	3	3	22	Portfolio
CA149	Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	3	3	28	Portfolio
CA150	M/601/3467	Understand Sensory Loss	3	3	21	Portfolio
CA61	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	21	Portfolio
CA156	A/503/8135	Understand Advance Care Planning	3	3	25	Portfolio
CA7	J/503/8137	Understand how to support individuals during the last days of life	3	3	28	Assessment Knowledge Module
CA159	F/503/8704	End of life and dementia care	3	2	20	Portfolio

Optional General Group G4

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA280	L/602/2337	Manage domiciliary services	6	5	39	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA281	F/602/2853	Lead the management of transitions	5	4	29	Portfolio
CA282	K/602/2572	Lead positive behavioural support	7	10	75	Portfolio
CA283	K/602/3074	Develop provision for family support	5	5	33	Portfolio
CA284	M/602/2380	Lead support for disabled children and young people and their carers	6	8	57	Portfolio
CA285	H/601/7354	Lead active support	5	5	35	Portfolio
CA286	K/601/7355	Active support: lead interactive training	5	4	30	Portfolio
CA287	J/601/5645	Promote access to healthcare for individuals with learning disabilities	5	6	44	Portfolio
CA288	A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	5	7	53	Portfolio
CA200	M/601/5817	Support families who are affected by Acquired Brain Injury	3	3	30	Portfolio
CA201	D/601/5750	Support families who have a child with a disability	3	3	23	Portfolio
CA209	M/601/9494	Support the development of community partnerships	4	5	33	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA232	K/601/7906	Support individuals to access housing and accommodation services	3	4	24	Portfolio
CA116	T/601/9495	Support individuals at the end of life	3	7	53	Portfolio
CA190	F/601/9029	Work with families, carers and individuals during times of crisis	4	5	35	Portfolio
CA194	T/601/9738	Implement the positive behavioural support model	4	8	61	Portfolio
CA206	H/601/3546	Support individuals to access education, training or employment	4	4	31	Portfolio
CA293	M/601/5249	Promote awareness of sensory loss	5	3	19	Portfolio
CA298	H/601/5250	Support the use of assistive technology	5	4	31	Portfolio
CA299	K/601/5251	Explore models of disability	5	5	32	Portfolio
CA300	M/601/5252	Support individuals with sensory loss with communication	5	5	37	Portfolio
CA301	T/601/5253	Support individuals with multiple conditions and/or disabilities	5	5	34	Portfolio
CA302	T/600/9789	Support children's speech, language and communication	3	4	30	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA303	F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	4	5	40	Portfolio
CA304	F/502/3295	Independent Mental Capacity Advocacy	4	12	35	Portfolio
CA332	J/502/3296	Independent Mental Health Advocacy	4	7	35	Portfolio
CA305	L/502/3297	Providing Independent Advocacy Management	4	11	35	Portfolio
CA306	R/502/3298	Providing Independent Advocacy to Adults	4	5	35	Portfolio
CA307	Y/502/3299	Independent Advocacy with Children and Young People	4	7	35	Portfolio
CA308	F/502/3300	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards	4	5	35	Portfolio
CA163	M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	3	4	24	Portfolio
CA165	D/501/0585	Identify and act upon immediate risk of danger to substance misusers	3	4	24	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA311	F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	5	6	50	Portfolio
CA312	D/504/2212	Lead and manage practice in dementia care	5	6	41	Portfolio
CA215	M/503/8133	Support the spiritual wellbeing of individuals	3	3	26	Portfolio
CA213	F/503/8685	Support individuals during the last days of life	4	5	33	Portfolio
CA315	T/503/8134	Lead and manage end of life care services	5	7	45	Portfolio
CA316	L/503/8138	Lead a service that supports individuals through significant life events	5	4	31	Portfolio
CA226	T/504/2202	Support individuals to stay safe from harm or abuse	3	4	27	Portfolio
CA224	J/504/2205	Provide support to adults who have experienced harm or abuse	4	5	39	Portfolio
CA227	T/504/2216	Assess the needs of carers and families	3	4	28	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA320	F/504/2204	Provide support to children or young people who have experienced harm or abuse	4	6	45	Portfolio
CA70	D/504/2243	Understand the factors affecting older people	3	2	17	Portfolio
CA322	Y/504/2239	Provide information about health and social care or children and young people's services	3	3	20	Portfolio
CA323	Y/504/2208	Lead and manage infection prevention and control within the work setting	5	6	38	Portfolio
CA324	T/504/2197	Professional practice in health and social care for adults or children and young people	5	6	43	Portfolio
CA325	A/504/2198	Develop, maintain and use records and reports	4	3	23	Portfolio
CA326	H/504/2213	Lead practice which supports individuals to take positive risks	5	4	30	Portfolio
CA327	A/504/2217	Lead practice in assessing and planning for the needs of families and carers	5	3	22	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA328	J/504/2236	Manage business redesign in health and social care or children or young people's services	5	5	30	Portfolio
CA329	J/504/2219	Appraise staff performance	5	5	32	Portfolio
CA229	R/504/2224	Support people who are providing homes to individuals	4	6	40	Portfolio
CA331	M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	5	6	40	Portfolio

Barred Units

Unit	Barred Against
Understand how to support individuals during the last days of life (J/503/8137)	Support individuals during the last days of life (F/503/8685)
Lead positive behavioural support (K/602/2572)	Implement the positive behavioural support model (T/601/9738)
Implement the positive behavioural support model (T/601/9738)	Lead positive behavioural support (K/602/2572)
Independent Mental Capacity Advocacy (F/502/3295)	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards (F/502/3300)
	Independent Mental Health Advocacy (J/502/3296)
	Providing Independent Advocacy Management (L/502/3297)
	Providing Independent Advocacy to Adults (R/502/3298)
	Independent Advocacy with Children and Young People (Y/502/3299)
	Independent Advocacy with Children and Young People (Y/502/3299)

Unit	Barred Against
Providing Independent Mental Capacity Advocacy - Deprivation of Liberty Safeguards (F/502/3300)	Independent Mental Capacity Advocacy (F/502/3295)
	Independent Mental Health Advocacy (J/502/3296)
	Providing Independent Advocacy Management (L/502/3297)
	Providing Independent Advocacy to Adults (R/502/3298)
	Independent Advocacy with Children and Young People (Y/502/3299)
Independent Mental Health Advocacy (J/502/3296)	Independent Mental Capacity Advocacy (F/502/3295)
	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards (F/502/3300)
	Providing Independent Advocacy Management (L/502/3297)
	Independent Advocacy with Children and Young People (Y/502/3299)
	Providing Independent Advocacy to Adults (R/502/3298)
Providing Independent Advocacy Management (L/502/3297)	Independent Mental Capacity Advocacy (F/502/3295)
	Independent Mental Health Advocacy (J/502/3296)
	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards (F/502/3300)
	Providing Independent Advocacy to Adults (R/502/3298)
	Independent Advocacy with Children and Young People (Y/502/3299)
Providing Independent Advocacy to Adults (R/502/3298)	Independent Mental Capacity Advocacy (F/502/3295)
	Independent Mental Health Advocacy (J/502/3296)
	Providing Independent Advocacy Management (L/502/3297)
	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards (F/502/3300)
	Independent Advocacy with Children and Young People (Y/502/3299)

Qualification Guidance

Unit	Barred Against
Independent Advocacy with Children and Young People (Y/502/3299)	Independent Mental Capacity Advocacy (F/502/3295)
	Independent Mental Health Advocacy (J/502/3296)
	Providing Independent Advocacy Management (L/502/3297)
	Providing Independent Advocacy to Adults (R/502/3298)
	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards (F/502/3300)

7. Age Restriction

The qualification in this handbook is appropriate for use in the following age ranges:

- 19+

8. Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

Learners will maximise their chances of achievement if they first undertake the BIIAB Level 3 Certificate in Preparing to Work in Adult Social Care, which provides and assesses learners on the knowledge required to work in this area.

Learners may progress onto further qualifications specific to their work context. A wide range of qualifications are available for use within the social care sector. Learners can also move to other parts of the sector, for example from adults' advanced practice to adults' residential management. They can also move to the Children and Young People's Workforce sector or the Health sector, completing additional sector and job-relevant units available in this diploma.

The qualification is designed to equip learners with the opportunity to demonstrate competence in order to work effectively within Adult Social Care at this level. They may progress on to specific job roles such as Care Manager, Registered Manager or Day Services Manager.

9. Assessment

Overview of assessment strategy

The qualification contains competence and knowledge units. Competence units are assessed following NVQ principles and require learners to build a portfolio of evidence, which will demonstrate competence by various means including observation by an assessor.

BIIAB has developed Assessment Knowledge Modules (AKMs) for the following two knowledge units:

- CA7 Understand how to support individuals during the last days of life
- CA144 Understand the process and experience of dementia

Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes

Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.
An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

The Assessment Strategy has been designed by Skills for Care. While BIIAB has not itself designed the strategy it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for this qualification and it has agreed that it will monitor the compliance of BIIAB centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current Skills for Care designed assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certificating the qualification.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The **main** reasons for an appeal are likely to be:

- • Learners do not understand why they are not yet regarded as competent, because of unsatisfactory feedback from the assessor

- • Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence

BIIAB Qualifications Limited expects most appeals from learners to be resolved within the centre. BIIAB Qualifications Limited will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to https://biiab.co.uk/policies-and-procedures/

Skills for Care Assessment Principles

1   Introduction

1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations:: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

1.2 This document sets out those principles and approaches to unit/qualification assessment not already described in the Regulatory Arrangements. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit

assessment requirements. Additional information/guidance regarding individual unit assessment can be obtained from Awarding Organisations, or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.

1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2 Assessment Principles

2.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

2.2 Assessment decisions for competence based Learning Outcomes **must** be made by an assessor qualified to make assessment decisions.

2.3 Competence based assessment **must** include direct observation as the main source of evidence.

2.4 Simulation may only be utilised as an assessment method for competence based LO where this is specified in the assessment requirements of the unit.

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

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

2.7 Assessment decisions for knowledge based Learning Outcomes **must** be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge based Learning Outcomes **must** be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3 Internal Quality Assurance

3.1 Internal quality assurance is **key** to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance **must** be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4 Definitions

4.1 Occupationally competent
This means that each assessor **must** be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable
This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions
This means that each assessor **must** hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

4.4 Qualified to make quality assurance decisions
Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness **must**:

- have a working knowledge of the units on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB Qualifications Limited suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

11. Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- Evidence matrices for the competence / NVQ units
- A Summative Reflective account template
- Assessment Knowledge Modules for CA7 and CA144
- Access to the units

All of these resources are available on request.

Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. BIIAB Qualifications Limited includes the mandatory units within this guidance document.

Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

12. Design and Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that forms part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning hours (GL).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GL, will include the estimated number of hours spent in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

BIIAB Qualifications Limited will not prescribe how the qualification is delivered, but centres **must** ensure the delivery chosen meets their learners' needs.

13. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this guidance document will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (http://register.ofqual.gov.uk).

Unit Number / Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is

included within. BIIAB Qualifications Limited also assign unique unit numbers which is consistent when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision
of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

Qualification Guidance

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

14. Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at https://www.biiab.co.uk/policies-and-procedures/
BIIAB Qualifications Limited is committed to ensure that:

- approved centres operate an equal opportunities policy
- approved centres communicate the policy to staff and learners
- approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments **must** inform their assessor at the beginning of their course of their requirements. BIIAB Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at https://www.biiab.co.uk/policies-and-procedures/

15. Qualification Review and Feedback

BIIAB Qualifications Limited is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB Qualifications Limited will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.

16. Mandatory Units

The following units are mandatory for this qualification. Please note this includes optional unit CA311 which is mandatory for Apprentices, and the mandatory units for each pathway. For access to all optional units please contact BIIAB Qualifications Limited.

![BIIAB logo]

Qualification Guidance

Develop professional supervision practice in health and social care or children and young people's work settings

Unit Reference	M/602/3187
BIIAB Reference	CA218
Level	5
Credit Value	5
Guided Learning (GL)	39
Unit Summary	This unit enables the learner to understand the purpose and principles of professional supervision in health and social care or children and young people's work settings. It also covers evaluating your own practice and managing conflict situations.
Learning Outcomes (1 to 6) The learner will:	Assessment Criteria (1.1 to 6.2) The learner can:
1. Understand the purpose of professional supervision in health and social care or children and young people's work settings	1.1 Analyse the principles, scope and purpose of professional supervision 1.2 Outline theories and models of professional supervision 1.3 Explain how the requirements of legislation, codes of practice and agreed ways of working influence professional supervision 1.4 Explain how findings from research, critical reviews and inquiries can be used within professional supervision 1.5 Explain how professional supervision can protect the: • Individual • Supervisor • Supervisee

2. Understand how the principles of professional supervision can be used to inform performance management in health and social care or children and young people's work settings	2.1 Explain the performance management cycle 2.2 Analyse how professional supervision supports performance 2.3 Analyse how performance indicators can be used to measure practice
3. Be able to undertake the preparation for professional supervision with supervisees in health and social care or children and young people's work settings	3.1 Explain factors which result in a power imbalance in professional supervision 3.2 Explain how to address power imbalance in own supervision practice 3.3 Agree with supervisee confidentiality, boundaries, roles and accountability within the professional supervision process 3.4 Agree with supervisee the frequency and location of professional supervision 3.5 Agree with supervisee sources of evidence that can be used to inform professional supervision 3.6 Agree with supervisee actions to be taken in preparation for professional supervision
4. Be able to provide professional supervision in health and social care or children and young people's work settings	4.1 Support supervisees to reflect on their practice 4.2 Provide positive feedback about the achievements of the supervisee 4.3 Provide constructive feedback that can be used to improve performance 4.4 Support supervisees to identify their own development needs 4.5 Review and revise professional supervision targets to meet the identified objectives of the work setting

	4.6 Support supervisees to explore different methods of addressing challenging situations
	4.7 Record agreed supervision decisions
5. Be able to manage conflict situations during professional supervision in health and social care or children and young people's work settings	5.1 Give examples from own practice of managing conflict situations within professional supervision
	5.2 Reflect on own practice in managing conflict situations experienced during professional supervision process
6. Be able to evaluate own practice when conducting professional supervision in health and social care or children and young people's work settings	6.1 Gather feedback from supervisee/s on own approach to supervision process
	6.2 Adapt approaches to own professional supervision in light of feedback from supervisees and others

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles. Learning Outcomes 3, 4, 5 and 6 must be assessed in the work setting.

Additional Information	
Assessment Criterion 1.3	**Agreed ways of working** will include policies and procedures, where these exist.
Assessment Criterion 1.5	An **individual** is someone accessing care or support.

Use and develop systems that promote communication

Unit Reference	F/602/2335
BIIAB Reference	CA246
Level	5
Credit Value	3
Guided Learning (GL)	24
Unit Summary	This unit enables the learner to use and develop systems that promote communication and also to use systems for effective information management
Learning Outcomes (1 to 4) The learner will:	**Assessment Criteria (1.1 to 4.3)** The learner can:
1. Be able to address the range of communication requirements in own role	1.1 Review the range of groups and individuals whose communication needs must be addressed in own job role 1.2 Explain how to support effective communication within own job role 1.3 Analyse the barriers and challenges to communication within own job role 1.4 Implement a strategy to overcome communication barriers 1.5 Use different means of communication to meet different needs
2. Be able to improve communication systems and practices that support positive outcomes for individuals	2.1 Monitor the effectiveness of communication systems and practices 2.2 Evaluate the effectiveness of existing communication systems and practices. 2.3 Propose improvements to communication systems and practices to address any shortcomings

	2.4 Lead the implementation of revised communication systems and practices
3. Be able to improve communication systems to support partnership working	3.1 Use communication systems to promote partnership working 3.2 Compare the effectiveness of different communications systems for partnership working 3.3 Propose improvements to communication systems for partnership working
4. Be able to use systems for effective information management	4.1 Explain legal and ethical tensions between maintaining confidentiality and sharing information 4.2 Analyse the essential features of information sharing agreements within and between organisations 4.3 Demonstrate use of information management systems that meet legal and ethical requirements

Assessment requirements and Evidence Requirements

This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Learning Outcomes 1, 2, 3 and 4 must be assessed in the work setting.

Promote professional development

Unit Reference	L/602/2578
BIIAB Reference	CA247
Level	4
Credit Value	4
Guided Learning (GL)	33
Unit Summary	This unit enables the learner to promote professional development. They will be able to prioritise goals and prepare a development plan
Learning Outcomes (1 to 4) The learner will:	**Assessment Criteria (1.1 to 4.4)** The learner can:
1. Understand principles of professional development	1.1 Explain the importance of continually improving knowledge and practice 1.2 Analyse potential barriers to professional development 1.3 Compare the use of different sources and systems of support for professional development 1.4 Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date
2. Be able to prioritise goals and targets for own professional development	2.1 Evaluate own knowledge and performance against standards and benchmarks 2.2 Prioritise development goals and targets to meet expected standards
3. Be able to prepare a professional development plan	3.1 Select learning opportunities to meet development objectives and reflect personal learning style 3.2 Produce a plan for own professional development, using an appropriate source of support

	3.3 Establish a process to evaluate the effectiveness of the plan
4. Be able to improve performance through reflective practice	4.1 Compare models of reflective practice
	4.2 Explain the importance of reflective practice to improve performance
	4.3 Use reflective practice and feedback from others to improve performance
	4.4 Evaluate how practice has been improved through: • reflection on best practice • reflection on failures and mistakes

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles. Learning Outcomes 2, 3 and 4 must be assessed in the work setting.

Champion equality, diversity and inclusion

Unit Reference	Y/602/3183
BIIAB Reference	CA248
Level	5
Credit Value	4
Guided Learning (GL)	34
Unit Summary	This unit enables the learner to understand and champion diversity, equality and inclusion.
Learning Outcomes **(1 to 4)** The learner will:	**Assessment Criteria** **(1.1 to 4.4)** The learner can:
1. Understand diversity, equality and inclusion in own area of responsibility	1.1 Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility 1.2 Analyse the potential effects of barriers to equality and inclusion in own area of responsibility 1.3 Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility
2. Be able to champion diversity, equality and inclusion	2.1 Promote equality, diversity and inclusion in policy and practice 2.2 Challenge discrimination and exclusion in policy and practice 2.3 Provide others with information about: • the effects of discrimination • the impact of inclusion • the value of diversity 2.4 Support others to challenge discrimination and exclusion
3. Understand how to develop systems and processes that	3.1 Analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion

promote diversity, equality and inclusion	3.2 Evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility
	3.3 Propose improvements to address gaps or shortfalls in systems and processes
4. Be able to manage the risks presented when balancing individual rights and professional duty of care	4.1 Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care
	4.2 Explain the principle of informed choice
	4.3 Explain how issues of individual capacity may affect informed choice
	4.4 Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility

| **Assessment requirements and Evidence Requirements** |
| This unit must be assessed in accordance with the Skills for Care Assessment Principles. |
| Learning Outcomes 2 and 4 must be assessed in the work setting. |

Qualification Guidance

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

Unit Reference	K/602/3172
BIIAB Reference	CA249
Level	5
Credit Value	5
Guided Learning (GL)	33
Unit Summary	This unit enables the learner to understand the current legislation for health, safety and risk management policies, procedures and practices to be able to implement, lead and improve health and safety and risk management policies, procedures and practices in the health and social care or children and young people's settings
Learning Outcomes (1 to 5) The learner will:	**Assessment Criteria (1.1 to 5.4)** The learner can:
1. Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health, and social care or children and young people's settings	1.1 Explain the legislative framework for health, safety and risk management in the work setting 1.2 Analyse how policies, procedures and practices in own setting meet health, safety and risk management requirements
2. Be able to implement and monitor compliance with health, safety and risk management requirements in health and social care or children and young people's settings	2.1 Demonstrate compliance with health, safety and risk management procedures 2.2 Support others to comply with legislative and organisational health, safety and risk management policies, procedures and practices relevant to their work 2.3 Explain the actions to take when health, safety and risk management, procedures and practices are not being complied with

	2.4 Complete records and reports on health, safety and risk management issues according to legislative and organisational requirements
3. Be able to lead the implementation of policies, procedures and practices to manage risk to individuals and others in health and social care or children and young people's settings	3.1 Contribute to development of policies, procedures and practices to identify, assess and manage risk to individuals and others 3.2 Work with individuals and others to assess potential risks and hazards 3.3 Work with individuals and others to manage potential risks and hazards
4. Be able to promote a culture where needs and risks are balanced with health and safety practice in health and social care or children and young people's settings	4.1 Work with individuals to balance the management of risk with individual rights and the views of others 4.2 Work with individuals and others to develop a balanced approach to risk management that takes into account the benefits for individuals of risk taking 4.3 Evaluate own practice in promoting a balanced approach to risk management 4.4 Analyse how helping others to understand the balance between risk and rights improves practice
5. Be able to improve health, safety and risk management policies, procedures and practices in health and social care or children and young people's settings	5.1 Obtain feedback on health, safety and risk management policies, procedures and practices from individuals and others 5.2 Evaluate the health, safety and risk management policies, procedures and practices within the work setting 5.3 Identify areas of policies, procedures and practices that need improvement to ensure safety and protection in the work setting

	5.4 Recommend changes to policies, procedures and practices that ensure safety and protection in the work setting

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Additional Information	
Assessment Criteria 2.2, 3.1-3.3, 4.1-4.2, 4.4, 5.1	**Others** may include: • self • workers / practitioners • carers • significant others • visitors to the work setting • inspectors / regulators
Assessment Criteria 3.1-3.3, 4.1-4.2, 5.1	An **individual** is someone accessing care or support.

Qualification Guidance

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

Unit Reference	A/602/3189
BIIAB Reference	CA250
Level	4
Credit Value	4
Guided Learning (GL)	26
Unit Summary	This unit enables the learner to establish and maintain working relationships with colleagues and other professionals
Learning Outcomes (1 to 4) The learner will:	**Assessment Criteria (1.1 to 4.5)** The learner can:
1. Understand partnership working	1.1 Identify the features of effective partnership working 1.2 Explain the importance of partnership working with: • colleagues • other professionals • others 1.3 Analyse how partnership working delivers better outcomes 1.4 Explain how to overcome barriers to partnership working
2. Be able to establish and maintain working relationships with colleagues	2.1 Explain own role and responsibilities in working with colleagues 2.2 Develop and agree common objectives when working with colleagues 2.3 Evaluate own working relationship with colleagues 2.4 Deal constructively with any conflict that may arise with colleagues

3. Be able to establish and maintain working relationships with other professionals	3.1 Explain own role and responsibilities in working with other professionals
	3.2 Develop procedures for effective working relationships with other professionals
	3.3 Agree common objectives when working with other professionals within the boundaries of own role and responsibilities
	3.4 Evaluate procedures for working with other professionals
	3.5 Deal constructively with any conflict that may arise with other professionals
4. Be able to work in partnership with others	4.1 Analyse the importance of working in partnership with others
	4.2 Develop procedures for effective working relationships with others
	4.3 Agree common objectives when working with others within the boundaries of own role and responsibilities
	4.4 Evaluate procedures for working with others
	4.5 Deal constructively with any conflict that may arise with others

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles. Learning Outcomes 2, 3 and 4 must be assessed in the work setting.

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

Unit Reference	J/602/3499
BIIAB Reference	CA251
Level	5
Credit Value	10
Guided Learning (GL)	80
Unit Summary	This unit enables the learner to undertake a research project within services for health and social care or children and young people. They will be able to justify a topic, understand the components of a topic, conduct a research project and then able to analyse the research findings
Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.5) The learner can:
1. Be able to justify a topic for research within services for health and social care or children and young people	1.1 Identify the area for the research project 1.2 Develop the aims and objectives of the research project 1.3 Explain ethical considerations that apply to the area of the research project 1.4 Complete a literature review of chosen area of research
2. Understand how the components of research are used	2.1 Critically compare different types of research 2.2 Evaluate a range of methods that can be used to collect data 2.3 Identify a range of tools that can be used to analyse data 2.4 Explain the importance of validity and reliability of data used within research

3. Be able to conduct a research project within services for health and social care or children and young people	3.1 Identify sources of support whilst conducting a research project
	3.2 Formulate a detailed plan for a research project
	3.3 Select research methods for the project
	3.4 Develop research questions to be used within project
	3.5 Conduct the research using identified research methods
	3.6 Record and collate data
4. Be able to analyse research findings	4.1 Use data analysis methods to analyse the data
	4.2 Draw conclusions from findings
	4.3 Reflect how own research findings substantiate initial literature review
	4.4 Make recommendations related to area of research
	4.5 Identify potential uses for the research findings within practice

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Additional Information	
Assessment Criterion 1.3	**Ethical considerations** – confidentiality, sensitivity of data, seeking agreements with participants.

![BIIAB logo]

Understand children and young person's development

Unit Reference	F/601/9449
BIIAB Reference	CA252
Level	5
Credit Value	6
Guided Learning (GL)	30
Unit Summary	This unit enables the learner to understand children and young people's development
Learning Outcomes (1 to 5) The learner will:	Assessment Criteria (1.1 to 5.4) The learner can:
1. Understand the pattern of development that would normally be expected for children and young people from birth - 19 years	1.1 Explain the sequence and rate of each aspect of development that would normally be expected in children and young people from birth – 19 years 1.2 Analyse the difference between sequence of development and rate of development and why the distinction is important 1.3 Analyse the reasons why children and young people's development may not follow the pattern normally expected
2. Understand the factors that impact on children and young people's development	2.1 Analyse how children and young people's development is influenced by a range of personal factors 2.2 Analyse how children and young people's development is influenced by a range of external factors 2.3 Explain how theories of development and frameworks to support development influence current practice
3. Understand the benefits of early intervention to support the development of children and young people	3.1 Analyse the importance of early identification of development delay

	3.2 Explain the potential risks of late recognition of development delay
	3.3 Evaluate how multi agency teams work together to support all aspects of development in children and young people
	3.4 Explain how play and leisure activities can be used to support all aspects of development of children and young people
4. Understand the potential effects of transitions on children and young people's development	4.1 Explain how different types of transitions can affect children and young people's development
	4.2 Explain the importance of children and young people having positive relationships through periods of transition
	4.3 Evaluate the effectiveness of positive relationships on children and young people's development
5. Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions	5.1 Explain different methods of assessing, recording and monitoring children and young people's development
	5.2 Explain how and in what circumstances different methods for assessing, recording and monitoring children and young people's development in the work setting
	5.3 Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the pattern normally expected
	5.4 Evaluate the importance of accurate documentation regarding the development of children and young people

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Lead practice that supports positive outcomes for child and young person development

Unit Reference	J/601/9369
BIIAB Reference	CA253
Level	5
Credit Value	6
Guided Learning (GL)	36
Unit Summary	This unit enables the learner to lead and support developmental assessments, implement and evaluate programmes for children and young people
Learning Outcomes (1 to 6) The learner will:	**Assessment Criteria (1.1 to 6.2)** The learner can:
1. Understand theoretical approaches to child and young person development	1.1 Explain different theories and frameworks of child and young person development 1.2 Explain the potential impact on service provision of different theories and approaches 1.3 Critically analyse the move towards outcomes based services for children and young people
2. Be able to lead and support developmental assessment of children and young people	2.1 Support use of different methods of developmental assessment and recording for children and young people 2.2 Work in partnership with other professionals in assessing development of children and young people 2.3 Develop strategies to encourage child or young person and carers' participation in developmental assessment 2.4 Evaluate the effectiveness of strategies to encourage child or young person and carers' participation in developmental assessment

3. Be able to develop and implement programmes with children or young people requiring developmental support	3.1 Support use of assessments to develop programmes of support 3.2 Explain circumstances where referrals to other agencies may be required 3.3 Explain how referrals to other agencies are managed 3.4 Support use of early interventions to promote positive outcomes for children and young people's development 3.5 Lead the implementation of a personalised programme of support for children or young people
4. Be able to evaluate programmes for children or young people requiring developmental support	4.1 Review programmes of developmental support 4.2 Implement strategies for improvement for programmes of development support
5. Be able to lead and promote support for children experiencing transitions	5.1 Explain how evidence based practice can be used to support children and young people experiencing transitions 5.2 Lead the implementation of evidence based practice to support children or young people experiencing transition 5.3 Evaluate the implementation of evidence based practice to support children or young people experiencing transitions
6. Be able to lead positive behaviour support	6.1 Support use of evidence based practice with children and young people to encourage positive behaviour 6.2 Critically evaluate different approaches to supporting positive behaviour

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles. Learning Outcomes 2, 3, 4, 5 and 6 must be assessed in the work environment.

Develop and implement policies and procedures to support the safeguarding of children and young people

Unit Reference	A/601/9370
BIIAB Reference	CA254
Level	5
Credit Value	6
Guided Learning (GL)	26
Unit Summary	This unit enables the learner to understand the current legislation, implement and review policies and procedures to support the safeguarding of children and young people
Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.3) The learner can:
1. Understand the impact of current legislation that underpins the safeguarding of children and young people	1.1 Outline the current legislation that underpins the safeguarding of children and young people within own UK Home Nation 1.2 Evaluate how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people 1.3 Explain how the processes used by own work setting comply with legislation that covers data protection, information handling and sharing
2. Be able to support the review of policies and procedures for safeguarding children and young people	2.1 Investigate why inquiries and serious case reviews are required and how sharing of findings affects practice 2.2 Identify the policies and procedures required in the work setting for safeguarding children and young people 2.3 Develop the process for reviewing the process for safeguarding policies and procedures

	2.4 Evaluate the impact of a child/young person centred approach to safeguarding on policies and procedures
	2.5 Liaise with different organisations as part of the development or review process of policies and procedures for safeguarding children and young people
3. Be able to implement policies and procedures for safeguarding children and young people	3.1 Support the implementation of policies and procedures for safeguarding children and young people
	3.2 Mentor and support other practitioners to develop the skills to safeguard children and young people
4. Be able to lead practice in supporting children and young people's wellbeing and resilience	4.1 Justify how promoting well-being and resilience supports the safeguarding of children and young people
	4.2 Review how children or young people's resilience and well-being are supported in own work setting
	4.3 Support others to understand the importance of well-being and resilience in the context of safeguarding

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Qualification Guidance

Lead and manage group living for children

Unit Reference	A/602/3175
BIIAB Reference	CA255
Level	5
Credit Value	6
Guided Learning (GL)	43
Unit Summary	This unit enables the learner to lead the planning, implement and review daily living activities for children and young people who are in a group living environment
Learning Outcomes (1 to 5) The learner will:	Assessment Criteria (1.1 to 5.2) The learner can:
1. Understand the legal, policy, rights and theoretical framework for group living for children and young people	1.1 Review current theoretical approaches to group living provision for children and young people 1.2 Explain the legislative and rights frameworks that underpin work with children and young people in a group living provision 1.3 Analyse the impact of current policies, regulations and legislation on group living provision for children and young people 1.4 Describe how the frameworks are used to improve the life chances and outcomes of children and young people in group living provision
2. Be able to lead the planning, implementation and review of daily living activities for children and young people	2.1 Support others to plan and implement daily living activities that meet the needs, preferences and aspirations of children and young people 2.2 Develop systems to ensure children and young people are central to decisions about their daily living activities 2.3 Oversee the review of daily living activities

3. Be able to promote positive outcomes in a group living environment	3.1 Evaluate how group living can promote positive outcomes for children and young people
	3.2 Ensure that children and young people are supported to maintain and develop relationships from inside or outside the group living environment
	3.3 Demonstrate effective approaches to resolving any conflicts and tensions in group living
4. Be able to manage a positive group living environment	4.1 Explain how the physical environment and ethos of the group living environment can promote the well-being of children and young people
	4.2 Evaluate the effects of the working schedules and patterns on a group living environment
	4.3 Recommend changes to working schedules and patterns as a result of evaluation
	4.4 Develop a workforce development plan for the group living environment
	4.5 Support staff to recognise professional boundaries whilst developing and maintaining positive relationships with children and young people
	4.6 Use appropriate methods to raise staff awareness of the group dynamics in a group living environment
	4.7 Review the effectiveness of approaches to resource management in maintaining a positive group living environment

5. Be able to safeguard children and young people in a group living environment	5.1 Implement systems to protect children and young people in a group living environment from risk of harm or abuse
	5.2 Review systems against legislation, policies and procedures and key messages from research and child protection inquiries for a group living environment

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Additional Information	
Assessment Criterion 4.1	**Well-being** means a subjective state of being content and healthy.

Qualification Guidance

Lead practice in promoting the well-being and resilience of children and young people

Unit Reference	J/602/2577
BIIAB Reference	CA257
Level	5
Credit Value	8
Guided Learning (GL)	53
Unit Summary	This unit enables the learner to be able to lead practice in promoting the well-being and resilience of children and young people
Learning Outcomes (1 to 5) The learner will:	Assessment Criteria (1.1 to 5.4) The learner can:
1. Understand how different approaches to promoting positive well-being and resilience in children and young people impact on practice	1.1 Explain the importance of well-being for children and young people 1.2 Explain the importance of resilience for children and young people 1.3 Critically analyse different approaches to promoting well-being and resilience of children and young people
2. Be able to lead practice in supporting children and young people's well-being and resilience	2.1 Lead practice that supports others to engage with children and young people to build their self esteem 2.2 Support others to work with children or young people in a manner that is open, trustworthy, respectful and reliable 2.3 Demonstrate through own practice ways to encourage and support children or young people to express their feelings, views and hopes 2.4 Explain how to challenge practices that act as barriers to children and young people's well-being and resilience

3. Be able to lead practice in work with carers who are supporting children and young people	3.1 Develop strategies to support carers' understanding and involvement with the well-being and resilience needs of a child or young person
	3.2 Lead practice that supports carers to engage with children and young people to build their self esteem
	3.3 Monitor the involvement of carers in supporting children and young people's well-being and resilience
	3.4 Evaluate strategies used to engage with carers who are supporting a child or young person
4. Be able to lead practice in responding to the health needs of children and young people	4.1 Lead practice that supports children and young people to make positive choices about their health needs
	4.2 Assess any risks to or concerns about the health of children and young people
	4.3 Support others to recognise and record concerns about a child or young person's health following agreed procedures
	4.4 Work with others to take action to address concerns identified about the health of children and young people
5. Be able to lead the development of practice with children or young people to promote their well-being and resilience	5.1 Develop methods of evaluating own practice in promoting children or young people's well-being and resilience
	5.2 Develop methods of evaluating organisational practice in promoting children or young people's well-being and resilience

| | 5.3 Lead others in practice that supports solution focused approaches for supporting children or young people's well-being and resilience |
| | 5.4 Lead others in developing areas of practice that promote children or young people's well-being and resilience |

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles. Learning Outcomes 2, 3, 4 and 5 must be assessed in the work setting.

Understand professional management and leadership in health and social care or children and young people's settings

Unit Reference	F/504/2218
BIIAB Reference	CA311
Level	5
Credit Value	6
Guided Learning (GL)	50
Unit Summary	This unit enables the learner to Understand professional management and leadership in health and social care or children and young people's settings
Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.2) The learner can:
1. Understand theories of management and leadership and their application to health and social care or children and young people settings	1.1 Research theories of management and leadership 1.2 Analyse how theoretical models of management and leadership can be applied to a range of situations in a work setting 1.3 Analyse how the values and cultural context of an organisation influence the application of management and leadership models
2. Understand the relationship between professional management and leadership	2.1 Evaluate the interdependencies between leadership and management 2.2 Analyse the conflicts between the application of management and leadership models 2.3 Describe how conflicts between management and leadership models can be addressed 2.4 Evaluate the effectiveness of strategies to encourage child or young person and

	carers' participation in developmental assessment
3. Understand the skills of professional management and leadership in health and social care or children and young people's settings	3.1 Analyse the skills required to be an: • effective manager • effective leader 3.2 Explain why managers in health and social care or children and young people's settings need both management and leadership skills 3.3 Analyse how leadership skills can influence the values of an organisation 3.4 Explain why leadership styles may need to be adapted to manage different situations
4. Understand the impact of policy drivers on professional management and leadership in health and social care or children and young people's services	4.1 Identify factors that influence policy drivers 4.2 Analyse emerging themes and trends that impact on management and leadership of health and social care and children or young people's services

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

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

Unit Reference	M/602/2850
BIIAB Reference	CA333
Level	5
Credit Value	5
Guided Learning (GL)	35
Unit Summary	This unit enables the learner to Manage health and social care practice to ensure positive outcomes for individuals
Learning Outcomes (1 to 5) The learner will:	**Assessment Criteria (1.1 to 5.5)** The learner can:
1. Understand the theory and principles that underpin outcome based practice	1.1 Explain 'outcome based practice' 1.2 Critically review approaches to outcome based practice 1.3 Analyse the effect of legislation and policy on outcome based practice 1.4 Explain how outcome based practice can result in positive changes in individuals' lives
2. Be able to lead practice that promotes social, emotional, cultural, spiritual and intellectual well being	2.1 Explain the psychological basis for well-being 2.2 Promote a culture among the workforce of considering all aspects of individuals' well-being in day to day practice 2.3 Review the extent to which systems and processes promote individual well being
3. Be able to lead practice that promotes individuals' health	3.1 Demonstrate the effective use of resources to promote good health and healthy choices in all aspects of the provision 3.2 Use appropriate methods to meet the health needs of individuals

	3.3 Implement practice and protocols for involving appropriate professional health care expertise for individuals
	3.4 Develop a plan to ensure the workforce has the necessary training to recognise individual health care needs
4. Be able to lead inclusive provision that gives individuals choice and control over the outcomes they want to achieve	4.1 Explain the necessary steps in order for individuals to have choice and control over decisions
	4.2 Manage resources so that individuals can achieve positive outcomes
	4.3 Monitor and evaluate progress towards the achievement of outcomes
	4.4 Develop a plan to ensure the workforce has the necessary training to support individuals to achieve outcomes
	4.5 Implement systems and processes for recording the identification, progress and achievement of outcomes
5. Be able to manage effective working partnerships with carers, families and significant others to achieve positive outcomes	5.1 Analyse the importance of effective working relationships with carers, families and significant others for the achievement of positive outcomes
	5.2 Implement systems, procedures and practices that engage carers, families and significant others
	5.3 Use appropriate approaches to address conflicts and dilemmas that may arise between individuals, staff and carers, families and significant others
	5.4 Explain how legislation and regulation influence working relationships with carers, families and significant others

	5.5 Implement safe and confidential recording systems and processes to provide effective information sharing and recording

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Additional Information	
Assessment Criterion 1.2	**Approaches to outcome based practice** may include: • Results based accountability • Outcomes Management • Outcomes into Practice • Logic Model
Assessment Criterion 3.2	**Appropriate methods** may include: • Agreed therapeutic/development activities • Regular health checks • Administering prescribed medication/treatment • Promoting/supporting healthy lifestyle choices
Assessment Criterion 5.3	**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

Safeguarding and protection of vulnerable adults

Unit Reference	R/602/2856
BIIAB Reference	CA334
Level	5
Credit Value	5
Guided Learning (GL)	37
Unit Summary	This unit enables the learner to understand all aspects of safeguarding and protection of vulnerable adults. They will be able to manage inter-agency, joint or integrated working as well as monitoring and evaluating the systems, processes and practice that safeguards vulnerable adults
Learning Outcomes (1 to 4) The learner will:	**Assessment Criteria (1.1 to 4.4)** The learner can:
1. Understand the legislation, regulations and policies that underpin the protection of vulnerable adults	1.1 Analyse the differences between the concept of safeguarding and the concept of protection in relation to vulnerable adults 1.2 Evaluate the impact of policy developments on approaches to safeguarding vulnerable adults in own service setting 1.3 Explain the legislative framework for safeguarding vulnerable adults 1.4 Evaluate how serious case reviews or inquiries have influenced quality assurance, regulation and inspection relating to the safeguarding of vulnerable adults 1.5 Explain the protocols and referral procedures when harm or abuse is alleged or suspected
2. Be able to lead service provision that protects vulnerable adults	2.1 Promote service provision that supports vulnerable adults to assess risks and make informed choices

	2.2 Provide information to others on: - indicators of abuse - measures that can be taken to avoid abuse taking place - steps that need to be taken in the case of suspected or alleged abuse 2.3 Identify the policies and procedures in own work setting that contribute towards safeguarding and the prevention of abuse 2.4 Monitor the implementation of policies and procedures that aim to safeguard vulnerable adults and prevent abuse from occurring 2.5 Provide feedback to others on practice that supports the protection of vulnerable adults
3. Be able to manage inter-agency, joint or integrated working in order to protect vulnerable adults	3.1 Follow agreed protocols for working in partnership with other organisations 3.2 Review the effectiveness of systems and procedures for working in partnership with other organisations
4. Be able to monitor and evaluate the systems, processes and practice that safeguards vulnerable adults	4.1 Support the participation of vulnerable adults in a review of systems and procedures 4.2 Evaluate the effectiveness of systems and procedures to protect vulnerable adults in own service setting 4.3 Challenge ineffective practice in the promotion of the safeguarding of vulnerable adults 4.4 Recommend proposals for improvements in systems and procedures in own service setting

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Additional Information	
Assessment Criterion 1.2	**Policy developments** may include: • Our Health, our care, our say • Putting People First • No Secrets • In Safe Hands • Vetting and Barring Scheme / Independent Safeguarding Authority • Local Safeguarding Adults Boards
Assessment Criterion 3.1	**Agreed protocols** may include: • Boundaries • Areas of responsibility • Information sharing • Limits of authority • Decision making • Recording information

Lead and manage group living for adults

Unit Reference	T/602/3174
BIIAB Reference	CA335
Level	5
Credit Value	5
Guided Learning (GL)	39
Unit Summary	This unit enables the learner to lead and manage a positive group living environment for adults
Learning Outcomes (1 to 4) The learner will:	**Assessment Criteria (1.1 to 4.6)** The learner can:
1. Be able to develop the physical group living environment to promote positive outcomes for individuals	1.1 Review current theoretical approaches to group living provision for adults 1.2 Evaluate the impact of legal and regulatory requirements on the physical group living environment 1.3 Review the balance between maintaining an environment that is safe and secure and promoting freedom and choice 1.4 Explain how the physical environment can promote well being 1.5 Justify proposals for providing and maintaining high quality decorations and furnishings for group living 1.6 Develop an inclusive approach to decision making about the physical environment
2. Be able to lead the planning, implementation and review of daily living activities	2.1 Evaluate the impact of legislation and regulation on daily living activities 2.2 Support others to plan and implement daily living activities that meet individual needs and preferences

	2.3 Develop systems to ensure individuals are central to decisions about their daily living activities
	2.4 Oversee the review of daily living activities
3. Be able to promote positive outcomes in a group living environment	3.1 Evaluate how group living can promote positive outcomes for individuals
	3.2 Review the ways in which group activities may be used to promote the achievement of individual positive outcomes
	3.3 Ensure that individuals are supported to maintain and develop relationships
	3.4 Demonstrate effective approaches to resolving any conflicts and tensions in group living
4. Be able to manage a positive group living environment	4.1 Evaluate the effects of the working schedules and patterns on a group living environment
	4.2 Recommend changes to working schedules and patterns as a result of evaluation
	4.3 Develop a workforce development plan for the group living environment
	4.4 Support staff to recognise professional boundaries whilst developing and maintaining positive relationships with individuals
	4.5 Use appropriate methods to raise staff awareness of the group dynamics in a group living environment
	4.6 Review the effectiveness of approaches to resource management in maintaining a positive group living environment

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles. Learning Outcomes 1, 2, 3 and 4 must be assessed in the work setting.

Additional Information	
Assessment Criterion 1.4	**Well-being** means a subjective state of being content and healthy.

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

Unit Reference	Y/602/2860
BIIAB Reference	CA336
Level	3
Credit Value	1
Guided Learning (GL)	10
Unit Summary	This unit enables the learner to understand the policies, procedures and practices for safe working with children and young people. It also details how they should respond to evidence or concerns that a child or young person has been abused or harmed

Learning Outcomes (1 to 2) The learner will:	Assessment Criteria (1.1 to 2.3) The learner can:
1. Understand the policies, procedures and practices for safe working with children and young people	1.1 Explain the policies, procedures and practices for safe working with children and young people
2. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	2.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding 2.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting 2.3 Explain the rights that children, young people and their families have in situations where harm or abuse is suspected or alleged

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Lead person centred practice

Unit Reference	D/602/2844
BIIAB Reference	CA337
Level	5
Credit Value	4
Guided Learning (GL)	29
Unit Summary	This unit enables the learner to lead person centred practice
Learning Outcomes (1 to 3) The learner will:	**Assessment Criteria (1.1 to 3.3)** The learner can:
1. Understand the theory and principles that underpin person centred practice	1.1 Explain person centred practice 1.2 Critically review approaches to person centred practice 1.3 Analyse the effect of legislation and policy on person centred practice 1.4 Explain how person centred practice informs the way in which consent is established with individuals 1.5 Explain how person centred practice can result in positive changes in individuals' lives
2. Be able to lead a person-centred practice	2.1 Support others to work with individuals to establish their history, preferences, wishes and needs 2.2 Support others to implement person centred practice 2.3 Support others to work with individuals to review approaches to meet individuals' needs and preferences 2.4 Support others to work with individuals to adapt approaches in response to individuals' emerging needs or

	preferences
3. Be able to lead the implementation of active participation of individuals	3.1 Evaluate how active participation enhances the wellbeing and quality of life of individuals 3.2 Implement systems and processes that promote active participation 3.3 Support the use of risk assessments to promote active participation in all aspects of the lives of individuals

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles. Learning Outcomes 2 and 3 must be assessed in the work setting.

Additional Information	
Assessment Criterion 1.4	**Consent** means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent.
Assessment Criteria 2.1-2.4	**Others** may include: • family members • friends • advocates • paid workers • other professionals • carers
Assessment Criteria 1.4-1.5, 2.1, 2.3-2.4, 3.1, 3.3	An **individual** is someone accessing care or support.
Learning Outcome 3	**Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as

	independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Qualification Guidance

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

Unit Reference	H/602/3171
BIIAB Reference	CA338
Level	6
Credit Value	7
Guided Learning (GL)	46
Unit Summary	This unit enables the learner to lead and manage a team within a health and social care or children and young people's setting. This will include team performance, positive culture, sharing a vision and objectives
Learning Outcomes (1 to 6) The learner will:	**Assessment Criteria (1.1 to 6.4)** The learner can:
1. Understand the features of effective team performance within a health and social care or children and young people's setting	1.1 Explain the features of effective team performance 1.2 Identify the challenges experienced by developing teams 1.3 Identify the challenges experienced by established teams 1.4 Explain how challenges to effective team performance can be overcome 1.5 Analyse how different management styles may influence outcomes of team performance 1.6 Analyse methods of developing and maintaining: • trust • accountability 1.7 Compare methods of addressing conflict within a team

2. Be able to support a positive culture within the team for a health and social care or children and young people's setting	2.1 Identify the components of a positive culture within own team 2.2 Demonstrate how own practice supports a positive culture in the team 2.3 Use systems and processes to support a positive culture in the team 2.4 Encourage creative and innovative ways of working within the team
3. Be able to support a shared vision within the team for a health and social care or children and young people's setting	3.1 Identify the factors that influence the vision and strategic direction of the team 3.2 Communicate the vision and strategic direction to team members 3.3 Work with others to promote a shared vision within the team 3.4 Evaluate how the vision and strategic direction of the team influences team practice
4. Be able to develop a plan with team members to meet agreed objectives for a health and social care or children and young people's setting	4.1 Identify team objectives 4.2 Analyse how the skills, interests, knowledge and expertise within the team can meet agreed objectives 4.3 Facilitate team members to actively participate in the planning process 4.4 Encourage sharing of skills and knowledge between team members 4.5 Agree roles and responsibilities with team members

5. Be able to support individual team members to work towards agreed objectives in a health and social care or children and young people's setting	5.1 Set personal work objectives with team members based on agreed objectives 5.2 Work with team members to identify opportunities for development and growth 5.3 Provide advice and support to team members to make the most of identified development opportunities 5.4 Use a solution focused approach to support team members to address identified challenges
6. Be able to manage team performance in a health and social care or children and young people's setting	6.1 Monitor and evaluate progress towards agreed objectives 6.2 Provide feedback on performance to: • the individual • the team 6.3 Provide recognition when individual and team objectives have been achieved 6.4 Explain how team members are managed when performance does not meet requirements

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles. Learning Outcomes 2, 3, 4, 5 and 6 must be assessed in the work setting.

Additional Information	
Assessment Criterion 3.3	**Others** may include: • Workers / practitioners • Carers • Significant others • Other professionals • People who use services

Qualification Guidance

Assess the individual in a health and social care setting

Unit Reference	J/601/5242
BIIAB Reference	CA339
Level	5
Credit Value	6
Guided Learning (GL)	41
Unit Summary	This unit enables the learner to assess the individual in a health and social care setting
Learning Outcomes (1 to 5) The learner will:	Assessment Criteria (1.1 to 5.3) The learner can:
1. Understand assessment processes	1.1 Compare and contrast the range and purpose of different forms of assessment 1.2 Explain how partnership work can positively support assessment processes
2. Be able to lead and contribute to assessments	2.1 Initiate early assessment of the individual 2.2 Support the active participation of the individual in shaping the assessment process 2.3 Undertake assessments within the boundaries of own role 2.4 Make recommendations to support referral processes
3. Be able to manage the outcomes of assessments	3.1 Develop a care or support plan in collaboration with the individual that meets their needs 3.2 Implement interventions that contribute to positive outcomes for the individual
4. Be able to promote others' understanding of the role of assessment	4.1 Develop others' understanding of the functions of a range of assessment tools

	4.2 Develop others' understanding that assessment may have a positive and/or negative impact on an individual and their families 4.3 Develop others' understanding of their contribution to the assessment process
5. Review and evaluate the effectiveness of assessment	5.1 Review the assessment process based on feedback from the individual and/or others 5.2 Evaluate the outcomes of assessment based on feedback from the individual and/or others 5.3 Develop an action plan to address the findings

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles. Learning Outcomes 2, 3, 4 and 5 must be assessed in the work setting.

Additional Information	
Assessment Criteria 4.1-4.3, 5.1-5.2	**Others** may include: • Other professionals • Carers / family members • Advocates • Colleagues