

NCFE

CACHE

Qualification Specification

**NCFE CACHE Level 5 Diploma in Leadership for
Health and Social Care Services (Northern
Ireland)
QN: 603/6041/0**

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Section 1

About these qualifications

Introduction

This Qualification Specification contains details of all the units and assessments required to complete the Level 5 Diploma in Leadership for Health and Social Care Services (Northern Ireland). This qualification has two available pathways – Adult Management and Adult Residential Management.

To ensure that you are using the most up-to-date version of this Qualification Specification, please check the version number and date in the page footer against that of the Qualification Specification on the NCFE website.

If you advertise these qualifications using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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- the resources and materials used in the delivery of these qualifications, must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook on the Qualifications page on the NCFE website which contains additional supporting information to help with the planning, delivery and assessment, such as:

- definition of Total Qualification Time (TQT)
- quality assurance
- staffing requirements
- assessment
- qualification support
- diversity and equality.

This Qualification Specification contains all of the qualification specific information you will need that is not covered in the Support Handbook.

Qualification summary – Adult Management pathway	
Qualification title	NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care Services (Northern Ireland) (Adult Management)
Qualification number (QN)	603/6041/0/AM
Total Qualification Time (TQT)	900
Guided Learning Hours (GLH)	617
Credit value	90
Minimum age	19
Qualification purpose	<p>This qualification provides learners with the skills and knowledge needed to manage and lead others in adult health and social care provision in Northern Ireland.</p> <p>The qualification is formed of mandatory and optional units.</p> <p>The mandatory units cover a wide range of topics including:</p> <ul style="list-style-type: none"> • safeguarding and protection • partnership working • professional development • providing a supportive environment for individuals to achieve positive outcomes • complying with quality systems and continuously improving quality • carrying out policy • promoting and developing best practice • team management. <p>The Adult Management pathway is most suitable for managers who are looking to progress their career. It is also appropriate for managers who have not yet achieved a vocational qualification at this level.</p>
Aims and objectives	<p>This qualification aims to:</p> <ul style="list-style-type: none"> • focus on the study of health and social care settings • offer breadth and depth of study • provide opportunities to acquire a number of practical skills. <p>The objective of this qualification is to confirm occupational competence.</p>
Real work environment (RWE) requirement/ recommendation	Learners will need to be working in the role of a manager in an appropriate setting, or have the opportunity to carry out responsibilities associated with this role.
Rules of combination	Learners must achieve 72 credits from the Adult Management mandatory units and a minimum of 18 credits from the optional units.

Grading	Achieved/Not Yet Achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence
Progression	Learners who achieve this qualification could progress onto a variety of management roles in adult care or into further or higher education in Northern Ireland.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/6041/0
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Qualification summary – Adult Residential Management pathway	
Qualification title	NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care Services (Northern Ireland) (Adult Residential Management)
Qualification number (QN)	603/6041/0/ARM
Total Qualification Time (TQT)	900
Guided Learning Hours (GLH)	622
Credit value	90
Minimum age	19
Qualification purpose	<p>This qualification provides learners with the skills and knowledge needed to manage and lead others in adult health and social care provision in Northern Ireland.</p> <p>The qualification is formed of mandatory and optional units.</p> <p>The mandatory units cover a wide range of topics including:</p> <ul style="list-style-type: none"> • safeguarding and protection • partnership working • professional development • providing a supportive environment for individuals to achieve positive outcomes • complying with quality systems and continuously improving quality • carrying out policy • promoting and developing best practice • team management • assessing the individual in group living. <p>The Adult Residential Management pathway is aimed at learners in similar roles to those taking the Adult Management pathway, but the focus is on management and care in a residential setting and managers who are looking to progress their career in this setting. It is also appropriate for managers who have not yet achieved a vocational qualification at this level.</p>
Aims and objectives	<p>This qualification aims to:</p> <ul style="list-style-type: none"> • focus on the study of health and social care settings • offer breadth and depth of study • provide opportunities to acquire a number of practical skills. <p>The objective of this qualification is to confirm occupational competence.</p>
Real work environment (RWE) requirement/ recommendation	Learners will need to be working in the role of a manager in an appropriate setting, or have the opportunity to carry out responsibilities associated with this role.

Rules of combination	Learners must achieve 71 credits from the Adult Residential Management mandatory units and a minimum of 19 credits from the optional units.
Grading	Achieved/Not Yet Achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence
Progression	Learners who achieve this qualification could progress onto a variety of management roles in adult care or into further or higher education in Northern Ireland.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/6041/0.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Entry guidance

These qualifications are designed for learners to develop the knowledge and skills required to manage practice and lead others in adult health and social care provision in Northern Ireland.

Entry is at the discretion of the centre. However, learners should be aged 19 or above to undertake these qualifications.

Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of these qualifications.

Learners registered on these qualifications should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving these qualifications

To be awarded one of these qualifications, learners are required to successfully achieve:

- **72 credits** from the **Adult Management** mandatory units and a minimum of **18 credits** from the **Adult Management** optional units
OR
- **71 credits** from the **Adult Residential Management** mandatory units and a minimum of **19 credits** from the **Adult Residential Management** optional units.

Please refer to the list of units over the page or the unit summaries in Section 2 for further information.

To achieve these qualifications, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification.

Pathways within this qualification

When registering learners, centres should use the qualification number (QN) followed by the relevant pathway code:


- NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care Services (Northern Ireland) (Adult Management) 603/6041/0/AM
- NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care Services (Northern Ireland) (Adult Residential Management) 603/4041/0/ARM

As the chosen pathway will appear on the certificate, it is important that Tutors make clear to learners the specific option that they will be registered against. Centres must carefully consider which option they want to register the learner onto, as the registration fee will be applied to each option.


Units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116) within Section 2.

 Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Adult Management Pathway mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 01	R/617/9951	Manage communication systems and processes	5	5	40	
Unit 02	Y/617/9952	Promote professional development	5	4	25	
Unit 03	D/617/9953	Champion equality, diversity, inclusion and person-centred practice	5	7	60	
Unit 04	H/617/9954	Lead, manage and implement health and safety and risk management policies, procedures and practices	5	5	33	
Unit 05	K/617/9955	Work in partnership	5	4	26	
Unit 06	M/617/9956	Develop professional supervision practice	5	5	39	
Unit 07	T/617/9957	Manage health and social care to ensure positive outcomes for individuals	5	5	35	
Unit 08	A/617/9958	Manage quality assurance and quality improvement	5	5	35	
Unit 09	F/617/9959	Safeguarding and protection	5	7	50	
Unit 10	T/617/9960	Assess the individual	5	6	40	
Unit 11	A/617/9961	Appraise staff performance	5	4	32	
Unit 12	F/617/9962	Lead and manage a team	5	6	40	
 Unit 14	L/617/9964	Understand professional leadership and management	5	3	20	
Unit 15	R/617/9965	Concerns and complaints	5	6	40	

Adult Management Pathway optional units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 16	R/602/2338	Recruitment and selection within health and social care or children and young people's settings	4	3	26	
Unit 17	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	
Unit 18	L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	5	6	43	
Unit 19	T/602/2574	Manage induction in health and social care or children and young people's settings	4	3	21	
Unit 20	F/602/2612	Facilitate change in health and social care or children and young people's settings	5	6	42	
Unit 21	L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	6	7	48	
Unit 22	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	
Unit 23	Y/600/9588	Develop and evaluate operational plans for own area of responsibility	5	6	25	
Unit 24	F/602/2853	Lead the management of transitions	5	4	29	
Unit 25	K/602/2572	Lead positive behavioural support	7	10	75	
Unit 26	J/602/3499	Undertake a research project within services for health and social care or children and young people	5	10	80	
Unit 27	H/601/7354	Lead active support	5	5	35	
Unit 28	K/601/7355	Active support: lead interactive training	5	4	30	
Unit 29	J/601/5645	Promote access to health care for individuals with learning disabilities	5	6	44	
Unit 30	A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	5	7	53	
Unit 31	M/601/5249	Promote awareness of sensory loss	5	3	19	
Unit 32	H/601/5250	Support the use of assistive technology	5	4	31	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 33	K/601/5251	Explore models of disability	5	5	32	
Unit 34	M/601/5252	Support individuals with sensory loss with communication	5	5	37	
Unit 35	T/601/5253	Support individuals with multiple conditions and/or disabilities	5	5	34	
Unit 36	R/502/3298	Providing Independent Advocacy to adults	4	5	35	
Unit 37	T/504/2197	Professional practice in health and social care for adults or children and young people	5	6	43	
Unit 38	J/504/2205	Provide support to adults who have experienced harm or abuse	4	5	39	
Unit 39	Y/504/2208	Lead and manage infection prevention and control within the work setting	5	6	38	
Unit 40	D/504/2212	Lead and manage practice in dementia care	5	6	41	
Unit 41	H/504/2213	Lead practice which supports individuals to take positive risks	5	4	30	
Unit 42	M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	5	6	40	
Unit 43	T/503/8134	Lead and manage end of life care services	5	7	45	
Unit 44	L/602/2337	Manage domiciliary services	5	6	39	

The units above may be available as standalone unit programmes. Please visit the NCFE website for further information.

Adult Residential Management Pathway mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 01	R/617/9951	Manage communication systems and processes	5	5	40	
Unit 02	Y/617/9952	Promote professional development	5	4	25	
Unit 03	D/617/9953	Champion equality, diversity, inclusion and person-centred practice	5	7	60	
Unit 04	H/617/9954	Lead, manage and implement health and safety and risk management policies, procedures and practices	5	5	33	
Unit 05	K/617/9955	Work in partnership	5	4	26	
Unit 06	M/617/9956	Develop professional supervision practice	5	5	39	
Unit 07	T/617/9957	Manage health and social care to ensure positive outcomes for individuals	5	5	35	
Unit 08	A/617/9958	Manage quality assurance and quality improvement	5	5	35	
Unit 09	F/617/9959	Safeguarding and protection	5	7	50	
Unit 11	A/617/9961	Appraise staff performance	5	4	32	
Unit 12	F/617/9962	Lead and manage a team	5	6	40	
Unit 13	J/617/9963	Assess the individual in group living	5	5	39	
Unit 14	L/617/9964	Understand professional leadership and management	5	3	20	
Unit 15	R/617/9965	Concerns and complaints	5	6	40	



Adult Residential Management Pathway optional units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 16	R/602/2338	Recruitment and selection within health and social care or children and young people's settings	4	3	26	
Unit 17	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	
Unit 18	L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	5	6	43	
Unit 19	T/602/2574	Manage induction in health and social care or children and young people's settings	4	3	21	
Unit 20	F/602/2612	Facilitate change in health and social care or children and young people's settings	5	6	42	
Unit 21	L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	6	7	48	
Unit 22	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	
Unit 23	Y/600/9588	Develop and evaluate operational plans for own area of responsibility	5	6	25	
Unit 24	F/602/2853	Lead the management of transitions	5	4	29	
Unit 25	K/602/2572	Lead positive behavioural support	7	10	75	
Unit 26	J/602/3499	Undertake a research project within services for health and social care or children and young people	5	10	80	
Unit 27	H/601/7354	Lead active support	5	5	35	
Unit 28	K/601/7355	Active support: lead interactive training	5	4	30	
Unit 29	J/601/5645	Promote access to health care for individuals with learning disabilities	5	6	44	
Unit 30	A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	5	7	53	
Unit 31	M/601/5249	Promote awareness of sensory loss	5	3	19	
Unit 32	H/601/5250	Support the use of assistive technology	5	4	31	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 33	K/601/5251	Explore models of disability	5	5	32	
Unit 34	M/601/5252	Support individuals with sensory loss with communication	5	5	37	
Unit 35	T/601/5253	Support individuals with multiple conditions and/or disabilities	5	5	34	
Unit 36	R/502/3298	Providing Independent Advocacy to adults	4	5	35	
Unit 37	T/504/2197	Professional practice in health and social care for adults or children and young people	5	6	43	
Unit 38	J/504/2205	Provide support to adults who have experienced harm or abuse	4	5	39	
Unit 39	Y/504/2208	Lead and manage infection prevention and control within the work setting	5	6	38	
Unit 40	D/504/2212	Lead and manage practice in dementia care	5	6	41	
Unit 41	H/504/2213	Lead practice which supports individuals to take positive risks	5	4	30	
Unit 42	M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	5	6	40	
Unit 43	T/503/8134	Lead and manage end of life care services	5	7	45	

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

These qualifications are internally assessed and externally quality assured.

The assessment consists of:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE.

The Level 5 Diploma in Leadership for Health and Social Care Services (Northern Ireland) is a competence-based qualification.

A competence-based qualification may be based on National Occupational Standards (NOS) and is a job-ready qualification which requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace or in a real work environment (RWE) in accordance with the Skills for Care and Development Assessment Principles (March 2016). For further information, please visit the Qualifications page on the NCFE website.

Learners must be successful in **all** components to gain the Level 5 Diploma in Leadership for Health and Social Care Services (Northern Ireland).

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply.

All the evidence generated by the learner will be assessed against the standards expected of a Level 5 learner for each learning outcome.

Internal assessment

Sample tasks for the internally assessed mandatory units are available upon request. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. For further information about contextualising the tasks, please contact the Curriculum team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. Where applicable, the assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the Qualification Specification.

The Tutor must be satisfied that the work produced is the learner's own.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to Course File Documents on the NCFE website.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

For further information on assessment, please refer to the User Guide to the External Quality Assurance Visit Report.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of these qualifications. All units must be taught in context of legislation and statutory guidance followed in Northern Ireland.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact our Quality Assurance team.

The knowledge learning outcomes underpin the skills required and provide the foundations for competency.

To support a holistic, truly work-based approach, opportunities for embedding and applying knowledge and understanding throughout the assessment of competency should be facilitated.

Professional discussion can be used to explore actions observed or work products viewed in context. Learners can also reflect on their practice, enabling them to expand upon reasons for their approach, undertake self-evaluation, seek feedback and plan for future professional development.

Reflection in and on action should be encouraged throughout where connections between knowledge and skills can be reinforced.

Assessors should be flexible in their approach to enable learners to make the most of their occupational role, experience and expertise and collate evidence accordingly.

The explanation of terms explains how the terms used in the unit content are applied to these qualifications. This document can be found in Section 3.

For further information or guidance about these qualifications, please contact our Customer Support team.

Unit 01 Manage communication systems and processes (R/617/9951)

Unit summary	The purpose of this unit is to assess the knowledge, understanding and skills required to develop communication systems for meeting individual outcomes and promoting partnership working. The unit explores the challenges and barriers to communication and the importance of management of information.
Credit value	5
Guided learning hours	40
Level	5
Mandatory/optional	Mandatory
NOS mapping	This unit is linked to LMCS E1 and HSC 41

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the importance of communication in managing a health and social care service	1.1 Examine a range of communication methods: <ul style="list-style-type: none"> • social media • traditional and digital • assistive technology 		
	1.2 Critically analyse a range of core communication skills		
	1.3 Analyse barriers and challenges to communication		
2. Understand the importance of information management in a health and social care service	2.1 Explain the legal and policy requirements in relation to information management including confidentiality and data protection		
	2.2 Describe best practice guidance in relation to recording, storing and sharing information within and between organisations		
	2.3 Analyse tensions that exist in relation to accessing and sharing information		
	2.4 Describe consequences of poor practice in information management, for the organisation and others		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to use communication in managing a health and social care service	3.1 Recognise and address barriers to communication		
	3.2 Support colleagues to use communication to achieve positive outcomes for individuals		
	3.3 Use a range of inter-personal communication skills with others to meet different needs		
	3.4 Evaluate own communication skills and plan for improvement		
4. Be able to use information management systems that meet legal requirements and agreed ways of working	4.1 Produce and maintain accurate, complete, retrievable and up-to-date records used in the management of a health and social care service		
	4.2 Utilise records and reports to inform judgements and decisions		
	4.3 Implement information communication technology (ICT) systems for the exchange and storage of information		
	4.4 Lead the sharing of information with others in a timely manner in line with agreed ways of working and practices relating to confidentiality		
5. Be able to improve communication systems and/or practices that support safe service provision	5.1 Analyse existing communication systems and practices		
	5.2 Propose improvements to communication systems and practices		
	5.3 Lead and review the implementation of a revised communication system and/or practice over time		

Unit 01 Manage communication systems and processes – (R/617/9951) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 3, 4 and 5 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Communication skills: <ul style="list-style-type: none">• verbal• non-verbal• sign• pictorial• written• electronic• assisted• personal• organisational• formal• informal• public (information/promotional). Consequences include an investigation by the Fitness to Practise regulator if concerns are raised following poor practice in information management, for the organisation and others. Others (3.3) Individuals accessing provision and colleagues, other professionals, families and carers. Others (4.4) Individuals accessing provision, families/carers, colleagues and other agencies. Learning outcome 5 Where possible, all learners should generate evidence for communication systems and practices. However, they should not be disadvantaged where this is not possible, and in such cases an audit of evidence is required to support this. Systems: <ul style="list-style-type: none">• written• electronic• internal• external• assistive technology. 5.1 Analysis should include evidence of monitoring and evaluating. 5.3 We suggest this is completed over a minimum period of two months.

Unit 01 Manage communication systems and processes – (R/617/9951) (cont'd)

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 01

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 02 Promote professional development (Y/617/9952)

Unit summary	The purpose of this unit is to assess the knowledge, understanding and skills required to promote professional duty by maintaining currency of knowledge and skills whilst reflecting to continually improve practice.
Credit value	4
Guided learning hours	25
Level	5
Mandatory/optional	Mandatory
NOS mapping	This unit is linked to: HSC 43, LMCS A1, D3, CCLD 429 and LDSS/GCU6.

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the 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 Identify own learning style		
	3.2 Select learning opportunities to meet development objectives		
	3.3 Produce a plan for own professional development, using an appropriate source of support		
	3.4 Establish a process to evaluate the effectiveness of the plan		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
4. Be able to improve own practice through reflective practice	4.1 Analyse the use of reflective practice in own setting		
	4.2 Explain the importance of reflective practice to improve own performance		
	4.3 Use reflective practice and feedback from others to improve own performance		
	4.4 Evaluate how your practice has been improved through reflection on: <ul style="list-style-type: none"> • best practice • poor practice 		

Unit 02 Promote professional development – (Y/617/9952) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3 and 4 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Sources and systems of support: <ul style="list-style-type: none">• formal support• informal support• supervision• appraisal• mentoring/coaching• within the organisation• beyond the organisation. Standards and benchmarks: <ul style="list-style-type: none">• codes of practice• regulations• minimum/essential standards• National Occupational Standards (NOS).

<p>Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>

<p>Assessor sign off of completed unit: Unit 02 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 03 Champion equality, diversity, inclusion and person-centred practice (D/617/9953)

Unit summary	The purpose of this unit is to assess the knowledge, understanding and skills required for a whole-systems approach to equality, diversity, inclusion and person-centred practice. The unit explores models of practice and requires the demonstration of skills and understanding of systems and processes.
Credit value	7
Guided learning hours	60
Level	5
Mandatory/optional	Mandatory
NOS mapping	This unit is linked to: LMCS, B1, HSC 45, LDSS/GCU 5 and LDSS 408

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand diversity, equality, inclusion and person-centred practice in own area of responsibility	1.1 Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility		
	1.2 Evaluate how active participation enhances the wellbeing and quality of life of individuals		
	1.3 Analyse the potential effects of barriers to equality and inclusion in own area of responsibility		
	1.4 Analyse the impact of legislation and policy initiatives on the promotion of: <ul style="list-style-type: none"> • equality • diversity • inclusion in own area of responsibility		
	1.5 Explain how person-centred practice can result in positive changes in individuals' lives		
2. Be able to champion diversity, equality, inclusion and person-centred practice in own area of responsibility	2.1 Promote equality, diversity and inclusion		
	2.2 Challenge discrimination and exclusion in policy and practice		
	2.3 Provide others with information about the: <ul style="list-style-type: none"> • effects of discrimination • impact of inclusion 		
	2.4 Support others to challenge discrimination and exclusion		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to lead person-centred practice	3.1 Support others to work with individuals to establish their history, preferences, wishes and needs		
	3.2 Support others to implement person-centred practice		
	3.3 Support others to work with individuals to review approaches to meet individuals' needs and preferences		
	3.4 Support others to work with individuals to adapt approaches in response to individuals' emerging needs or preferences		
4. Understand how to develop systems and processes that promote diversity, equality and inclusion	4.1 Analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion		
	4.2 Evaluate systems and processes in own area of responsibility to promote: <ul style="list-style-type: none"> • equality • diversity • inclusion • active participation 		
	4.3 Propose improvements to address gaps or shortfalls in systems and processes		
5. Be able to manage the risks presented when balancing individual rights and professional duty of care	5.1 Manage the risks presented when balancing individual rights and professional duty of care		
	5.2 Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care		
	5.3 Explain the principle of informed choice		
	5.4 Explain how issues of individual capacity may affect: <ul style="list-style-type: none"> • informed choice • consent 		
	5.5 Propose a strategy to manage risks when balancing individual rights and professional duty of care		

**Unit 03 Champion equality, diversity, inclusion and person-centred practice – (D/617/9953)
(cont'd)**

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3 and 5 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland
Types of evidence
Evidence could include: Models: <ul style="list-style-type: none">• political correctness (PC) practice• social model of care• current models of equality. Others: <ul style="list-style-type: none">• colleagues• other professionals.

<p>Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>

<p>Assessor sign off of completed unit: Unit 03 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 04 Lead, manage and implement health and safety and risk management policies, procedures and practices (H/617/9954)

Unit summary	The purpose of this unit is to assess the knowledge, understanding and skills required for health and safety and risk management, including the development of policies, procedures and practices.
Credit value	5
Guided learning hours	33
Level	5
Mandatory/optional	Mandatory
NOS mapping	This unit is linked to: LMCS C1, HSC 42, MSC E5, E6, E7, CCLD 428

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices	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	2.1 Comply 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	3.1 Implement policies, procedures and practices to identify, assess and manage risk to individuals and others		
	3.2 Work with individuals and others to assess and manage potential risks and hazards		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
4. Be able to promote a culture where needs and risks are balanced with health and safety practice	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	5.1 Obtain feedback on health, safety and risk management policies, procedures and practices from individuals and others		
	5.2 Evaluate the health, safety and risk management policies, procedures and practices within the work setting		
	5.3 Identify areas of policies, procedures and practices that need improvement to ensure safety and protection in the work setting		
	5.4 Recommend changes to policies, procedures and practices that ensure safety and protection in the work setting		

Unit 04 Lead, manage and implement health and safety and risk management policies, procedures and practices – (H/617/9954) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Others: <ul style="list-style-type: none">• individuals accessing health and social care• visitors and families• colleagues• other professionals.

Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work. Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 04 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 05 Work in partnership (K/617/9955)

Unit summary	The purpose of this unit is to assess the knowledge, understanding and skills required to implement and promote effective partnership working, including co-production.
Credit value	4
Guided learning hours	26
Level	5
Mandatory/optional	Mandatory
NOS mapping	This unit is linked to: LMCS B1, HSC 41, CCLD 405, 406

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand partnership working and co-production	1.1 Identify the features of partnership working, including co-production		
	1.2 Explain the importance of partnership working and co-production with: <ul style="list-style-type: none"> • colleagues • other professionals • others 		
	1.3 Analyse how partnership working and co-production delivers improved outcomes		
	1.4 Explain how to overcome barriers to partnership working and co-production		
2. Be able to establish and maintain working relationships with colleagues	2.1 Explain own role and responsibilities when working with colleagues		
	2.2 Develop and agree common objectives when working with colleagues		
	2.3 Evaluate own working relationship with colleagues		
	2.4 Use appropriate approaches to address conflicts and dilemmas that may arise between colleagues		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to establish and maintain working relationships with other professionals	3.1 Explain own role and responsibilities when working with other professionals		
	3.2 Develop procedures for 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 Use appropriate approaches to address conflicts and dilemmas that may arise between other professionals		
4. Be able to work in partnership with others	4.1 Develop procedures for working relationships with others		
	4.2 Agree common objectives when working with others within the boundaries of own role and responsibilities		
	4.3 Evaluate procedures for working with others		
	4.4 Use appropriate approaches to address conflicts and dilemmas that may arise between individuals, staff and carers, families and significant others		

Unit 05 Work in partnership – (K/617/9955) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3 and 4 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Co-production: Networking and close liaison with colleagues and other professionals for best practice. Other professionals: <ul style="list-style-type: none">• workers from other agencies or organisations• advocates• independent visitors. Others: <ul style="list-style-type: none">• individuals accessing provision• children and young people• families• carers• friends of the individual• advocates.

Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work. Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 05 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 06 Develop professional supervision practice (M/617/9956)

Unit summary	The purpose of this unit is to assess the knowledge, understanding and skills required to undertake professional supervision of others.
Credit value	5
Guided learning hours	39
Level	5
Mandatory/optional	Mandatory
NOS mapping	This unit is linked to: LMCS A1, B1, HSC 41, 43, 45 CCLD 328, 427

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the purpose of professional supervision	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, standards and policies and procedures 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: <ul style="list-style-type: none"> • individual • supervisor • supervisee 		
2. Understand how the principles of professional supervision can be used to inform performance management	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		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to undertake the preparation for professional supervision with supervisees	3.1 Use research on the theories of power to explain factors which may result in a power imbalance		
	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	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	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. Understand how to evaluate own practice when conducting professional supervision	6.1 Gather feedback from supervisee/s on own approach to supervision process		
	6.2 Reflect on how to adapt your approach to own professional supervision in light of feedback		

Unit 06 Develop professional supervision practice – (M/617/9956) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 3, 4 and 5 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: An individual is someone accessing care or support.

Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work. Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 06 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 07 Manage health and social care to ensure positive outcomes for individuals (T/617/9957)

Unit summary	The purpose of this unit is to assess the knowledge, understanding and skills required in the process of planning and achieving positive outcomes that underpin the personalisation agenda. This unit covers a range of key areas of practice that support the implementation of personalisation. The unit also explores the role of the manager/senior worker in providing a supportive environment for individuals to achieve positive outcomes.
Credit value	5
Guided learning hours	35
Level	5
Mandatory/optional	Mandatory
NOS mapping	This unit is linked to: LMCS B2, B3, B4

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
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 wellbeing	2.1 Explain the psychological basis for wellbeing		
	2.2 Promote a culture among the workforce of considering all aspects of individuals' wellbeing in day-to-day practice		
	2.3 Review the extent to which systems and processes promote individual wellbeing		
3. Be able to lead practice that promotes individuals' health	3.1 Use 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		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	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 working partnerships with carers, families and significant others to achieve positive outcomes	5.1 Analyse the importance of working relationships with carers, families and significant others		
	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 information sharing and recording		

Unit 07 Manage health and social care to ensure positive outcomes for individuals – (T/617/9957) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Approaches to outcome-based practice: <ul style="list-style-type: none">• results-based accountability• outcomes management• outcomes into practice• logic model. Appropriate methods: <ul style="list-style-type: none">• agreed therapeutic/development activities• regular health checks• administering prescribed medication/treatment• promoting/supporting healthy lifestyle choices. Significant others: <ul style="list-style-type: none">• family• friends• advocates• other agencies/disciplines. Appropriate approaches to address conflicts and dilemmas: <ul style="list-style-type: none">• one-to-one discussion• group discussion• using contracts• providing information to inform choices• mentoring for conflict resolution.

**Unit 07 Manage health and social care to ensure positive outcomes for individuals – (T/617/9957)
(cont'd)**

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 07

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 08 Manage quality assurance and quality improvement (A/617/9958)

Unit summary	The purpose of this unit is to assess the knowledge, understanding and skills required to manage quality assurance and quality improvement systems in own work setting.
Credit value	5
Guided learning hours	35
Level	5
Mandatory/optional	Mandatory
NOS mapping	This unit is linked to: LMCS E3 LMCS A5 CCLD 427 MSC F13 HSC436

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the context of quality assurance and quality improvement	1.1 Analyse how legislative and regulatory frameworks and relevant reports inform quality		
	1.2 Explain the concepts of quality assurance and quality improvement		
	1.3 Analyse how quality standards influence positive outcomes for individuals		
	1.4 Analyse a range of methods that can be used to measure the achievement of quality standards		
	1.5 Explain how quality assurance standards relate to performance management		
2. Be able to lead the implementation of a quality assurance process	2.1 Provide information to team members and others to develop their knowledge of quality standards		
	2.2 Develop systems and processes to measure achievements of quality indicators		
	2.3 Monitor service compliance with quality indicators		
	2.4 Identify areas for improvement		
	2.5 Support team members to carry out their roles in implementing quality processes		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to deliver a quality improvement plan	3.1 Work with others to identify an area of quality improvement		
	3.2 Produce an approved quality improvement plan		
	3.3 Monitor implementation of the quality improvement plan		
	3.4 Evaluate the impact of the quality improvement plan to the service provision		
	3.5 Adapt the quality improvement plan to address issues as they arise		

Unit 08 Manage quality assurance and quality improvement – (A/617/9958) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2 and 3 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Legislative and regulatory frameworks: <ul style="list-style-type: none">• Health and Personal Social Services Act (Northern Ireland) 2001• Northern Ireland Social Care Council (NISCC) standards• Health and Personal Social Services (Quality, Improvement and Regulation) (Northern Ireland) Order 2003• Department of Health Social Services and Public Safety (DHSSPS) legislation and the Regulation and Quality Improvement Authority (RQIA) minimum standards for your own area• service framework for your own work area• Quality 2020, a 10-year strategy to improve health and social care in Northern Ireland• Relevant reports• Transforming Your Care, a review of health and social care in Northern Ireland, 2011• The Right time, The Right Place, Sir Liam Donaldson, 2014• Systems, Not Structures: Changing Health and Social Care – review of 2014 Donaldson report, 2016• Health and Wellbeing (10 year approach to transforming health and social care 2016-2026) – Delivering Together, 2016• HSC Collective Leadership Strategy, Department of Health, 2017. Relevant reports (specific to your service area): <ul style="list-style-type: none">• NOS• statutory and mandatory training policy and guidance• investors in people• standards and guidance specific to your own area of work. Others: <ul style="list-style-type: none">• individuals accessing provision• advocates• family members• others important to the individual's wellbeing• statutory bodies: Department of Health, RQIA, NISCC• other agencies• multi-disciplinary teams. Quality improvement plan: <ul style="list-style-type: none">• clear criteria against which the plan can be evaluated.

Unit 08 Manage quality assurance and quality improvement – (A/617/9958) (cont'd)

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 08

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 09 Safeguarding and protection (F/617/9959)

Unit summary	The purpose of this unit is to assess the knowledge, understanding and skills required to protect and safeguard vulnerable adults. The unit requires learners to understand the legal and regulatory basis for safeguarding and to know the actions to take and procedures to follow. It also follows the personalisation agenda in supporting individuals to develop the confidence to manage their own risks. One of the key steps in safeguarding is to work in partnership with other organisations in order to achieve the best possible outcomes.
Credit value	7
Guided learning hours	50
Level	5
Mandatory/optional	Mandatory
NOS mapping	This unit is linked to: HSC 45, 430

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the legislation, regulations and policies that underpin the protection of adults at risk	1.1 Analyse the concept of safeguarding in current policy		
	1.2 Explain the legislative framework for safeguarding adults at risk		
	1.3 Evaluate the impact of relevant policy developments on approaches to safeguarding adults at risk in own setting		
	1.4 Evaluate how serious case reviews or inquiries have influenced quality assurance, regulation and inspection relating to the safeguarding of adults at risk		
	1.5 Explain the protocols and referral procedures when harm or abuse is alleged or suspected		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
2. Understand the policies, procedures and practices in adult social care for safe working with children and young people	2.1 Explain the policies, procedures and practices for safe working with children and young people		
	2.2 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding		
	2.3 Describe the actions to take if: <ul style="list-style-type: none"> • a child or young person alleges harm or abuse • you suspect abuse in line with policies and procedures in an identified setting 		
	2.4 Explain the rights that children, young people and their families have in situations where harm or abuse is suspected or alleged		
3. Understand the use of restrictive practices within social care	3.1 Explain what is meant by restrictive practices		
	3.2 Explain the legal implications and impact of using restrictive practice, including why it must be proportionate and used only as a last resort		
	3.3 Describe situations where restrictive practices might need to be used, in accordance with organisational policies and procedures		
4. Be able to lead service provision for safeguarding	4.1 Ensure the provision of high-quality and current information to staff and others relating to safeguarding		
	4.2 Promote a culture where the individual's needs and choices are balanced with expectations of safeguarding protocols		
	4.3 Follow agreed protocols for working in partnership with others: <ul style="list-style-type: none"> • within own organisation • outside of own organisation 		
	4.4 Challenge ineffective practice in the promotion of the safeguarding of vulnerable adults		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
5. Be able to monitor and evaluate the systems, processes and practice that safeguards adults at risk	5.1 Monitor the use of restrictive practices in order to promote person-centred practice		
	5.2 Evaluate systems, procedures and partnership working for safeguarding in own service setting		
	5.3 Provide feedback to others on practice that supports the safeguarding of adults at risk		
	5.4 Recommend proposals for improvements in systems and procedures in own service setting		

Unit 09 Safeguarding and protection – (F/617/9959) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 4 and 5 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Policy developments: <ul style="list-style-type: none">• Our Health, Our Care, Our Say• Putting People First• No Secrets• In Safe Hands• Vetting and Barring Scheme/Independent Safeguarding Authority• Local Safeguarding Adults Boards. Restrictive practices: <ul style="list-style-type: none">• consent• discussion/involvement. Agreed protocols: <ul style="list-style-type: none">• boundaries• areas of responsibility• information sharing• limits of authority• decision making• recording information.

Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work. Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 09 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 10 Assess the individual (T/617/9960)

Unit summary	The purpose of this unit is to provide the knowledge and skills needed to understand and implement different forms of assessment in the context of partnership working.
Credit value	6
Guided learning hours	40
Level	5
Mandatory/optional	Mandatory (Adult Management pathway only)
NOS mapping	This unit is linked to: Sensory Services 1, 2, 3, 4, 6, 11

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the assessment process	1.1 Compare and contrast the range and purpose of different forms of assessment		
	1.2 Explain how partnership working can positively support the assessment process		
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 assessment	3.1 Develop a care or support plan in collaboration with the individual or others that meets identified 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 contributions to the assessment process		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
5. Be able to review and evaluate the assessment	5.1 Review the assessment process based on feedback from the individual and/or others		
	5.2 Evaluate the outcomes of the review		
	5.3 Develop an action plan to address the findings		

Unit 10 Assess the individual – (T/617/9960) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Others: <ul style="list-style-type: none">• other professionals• carers/family members• advocates• colleagues.

<p>Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>

<p>Assessor sign off of completed unit: Unit 10 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 11 Appraise staff performance (A/617/9961)

Unit summary	The purpose of this unit is to develop the knowledge, understanding and skills to appraise staff performance.
Credit value	4
Guided learning hours	32
Level	5
Mandatory/optional	Mandatory
NOS mapping	This unit is linked to: SCD HSC0043, LMC A1

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand policies and models which underpin appraisal of performance	1.1 Explain policies and agreed ways of working for appraisals and how they are used to inform: <ul style="list-style-type: none"> • achievement of objectives • overall performance • future objectives 		
	1.2 Research models of appraisal to explore their applicability in the work setting		
	1.3 Differentiate between appraisals and disciplinary processes		
	1.4 Explain how to ensure power imbalances are not part of the appraisal processes		
2. Be able to facilitate preparation for appraisals	2.1 Confirm with appraisee the objectives against which performance will be appraised		
	2.2 Identify with the appraisee the actions they need to take to prepare for their appraisal		
	2.3 Evaluate evidence gathered from a range of sources towards achievement of objectives		
	2.4 Prepare paperwork for appraisal in line with work setting requirements		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to support appraisee to participate in appraisal meetings	3.1 Demonstrate how to prepare the environment for the appraisal meeting		
	3.2 Support the appraisee to engage in an evaluation of their performance over the past year to include: <ul style="list-style-type: none"> • areas of practice which have met or exceeded standards • areas for development 		
	3.3 Provide feedback to appraisee on their performance over the past year to include: <ul style="list-style-type: none"> • areas of practice which have met or exceeded standards • areas for development 		
	3.4 Identify with appraisee work and personal objectives for forthcoming year		
	3.5 Identify with appraisee professional development plan for forthcoming year		
	3.6 Record the appraisal in line with work setting requirements		
4. Be able to evaluate own practice during the appraisal process	4.1 Evaluate with appraisee their experience of how the appraisal was conducted		
	4.2 Reflect on own practice in managing the appraisal process		

Unit 11 Appraise staff performance – (A/617/9961) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3 and 4 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Policies and agreed ways of working: <ul style="list-style-type: none">• this will include organisational and national policies. These may be attached to standards or frameworks. Range of sources: <ul style="list-style-type: none">• feedback from individuals, carers and families• feedback from colleagues, other professionals• own observations• work products.

Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work. Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 11 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 12 Lead and manage a team (F/617/9962)

Unit summary	The purpose of this unit is to develop and assess the knowledge, understanding and skills required to lead and manage a team.
Credit value	6
Guided learning hours	40
Level	5
Mandatory/optional	Mandatory
NOS mapping	This unit is linked to: LMCS A1, B1 CCLD 413, 425

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the features of team performance	1.1 Explain the features of team performance		
	1.2 Explain how challenges to team performance can be overcome		
	1.3 Identify the challenges experienced by: <ul style="list-style-type: none"> • developing teams • established teams 		
	1.4 Compare methods of addressing conflict within a team		
	1.5 Identify different management styles and analyse how they may influence outcomes of team performance		
	1.6 Analyse methods of developing and maintaining: <ul style="list-style-type: none"> • trust • accountability 		
2. Be able to support a positive culture within the team	2.1 Identify the components of a positive culture within a team		
	2.2 Demonstrate how own practice supports a positive culture in the team		
	2.3 Use systems and processes to support a positive culture in the team		
	2.4 Encourage creative and innovative ways of working within the team		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to support a shared vision	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 Support the team to promote a shared vision when working with others		
	3.4 Evaluate how the vision and strategic direction of the organisation influences team practice		
	3.5 Evaluate as a team how the needs and feedback from service-users can influence the vision and strategic direction of the organisation		
4. Be able to develop a plan with team members to meet agreed objectives	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 participate in the planning process		
	4.4 Encourage sharing of skills and knowledge between team members		
	4.5 Agree roles, responsibilities and personal objectives with team members		
	4.6 Use a solution-focused approach to support team members to address identified challenges		
5. Be able to manage team performance	5.1 Monitor and evaluate progress towards agreed objectives		
	5.2 Provide feedback on performance		
	5.3 Provide recognition when individual and team objectives have been achieved		
	5.4 Explain how team members are managed when performance does not meet requirements		

Unit 12 Lead and manage a team (F/617/9962) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Others: <ul style="list-style-type: none">• carers• workers/practitioners• significant others• other professionals• people who use services• management committee• senior management• owner• manager• inspector.

<p>Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>

<p>Assessor sign off of completed unit: Unit 12 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 13 Assess the individual in group living (J/617/9963)

Unit summary	The purpose of this unit is to assess the knowledge, understanding and skills required to manage group living facilities. The unit provides the knowledge and skills to lead group living environments that provide individuals with the opportunities to achieve positive outcomes.
Credit value	5
Guided learning hours	39
Level	5
Mandatory/optional	Mandatory (Adult Residential Management pathway only)
NOS mapping	This unit is linked to: LMCS B7

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Be able to develop the physical group living environment to promote positive outcomes for individuals	1.1 Review approaches typically applied to group living provision for individuals in health and social care		
	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 wellbeing		
	1.5 Justify proposals for providing and maintaining appropriate 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		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
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 Use approaches to resolve 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 approaches to resource management in maintaining a positive group living environment		

Unit 13 Assess the individual in group living – (J/617/9963) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 1, 2, 3 and 4 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Wellbeing means a subjective state of being content and healthy.

Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work. Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 13 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 14 Understand professional leadership and management (L/617/9964)



Unit summary	The purpose of this unit is to develop the learner's knowledge and understanding in management and leadership.
Credit value	3
Guided learning hours	20
Level	5
Mandatory/optional	Mandatory
NOS mapping	This unit is linked to: LM 507

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand theories of leadership and management	1.1 Review theories and models of leadership and management		
	1.2 Explain the interdependencies between leadership and management		
	1.3 Analyse the conflicts between the application of leadership and management		
	1.4 Describe how such conflicts can be addressed		
2. Understand the skills and values of professional leadership and management in adult social care	2.1 Analyse the skills required in adult social care to be: <ul style="list-style-type: none"> • an effective leader • an effective manager 		
	2.2 Explain why effective leadership and management skills are necessary in adult social care		
	2.3 Analyse how leadership influences the values of an organisation		
3. Understand the strategic and policy direction that impacts leadership and management in adult social care	3.1 Identify key legislative and policy developments that impact on adult social care		
	3.2 Analyse emerging themes and strands in relation to service delivery in adult social care		
	3.3 Analyse how regulatory frameworks influence leadership and management of adult social care		

Unit 14 Understand professional leadership and management – (L/617/9964) (cont'd)

Assessment guidance

Delivery and assessment
This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Interdependencies refers to the similarities and differences between the concepts of leadership and management and how they are interlinked.

Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work. Learner signature: _____ Date: _____

Assessor sign off of completed unit: Unit 14 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 15 Concerns and complaints (R/617/9965)

Unit summary	The purpose of this unit is to assess the knowledge, understanding and skills required to develop, implement and review procedures and practices to address concerns and complaints. It covers the relevant regulatory requirements, codes of practice and relevant guidance, and analyses the impact of these on service provision.
Credit value	6
Guided learning hours	40
Level	5
Mandatory/optional	Mandatory
NOS mapping	This unit is linked to: LMCS E9

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints	1.1 Identify the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints		
	1.2 Analyse how regulatory requirements, standards of conduct and practice, and relevant guidance for managing concerns and complaints affect service provision		
2. Be able to implement procedures to address concerns and complaints	2.1 Explain why individuals might be reluctant to raise concerns and make complaints		
	2.2 Outline steps that can be taken to encourage individuals to raise concerns or complaints		
	2.3 Ensure information on how to raise concerns and make complaints is available in accessible formats		
3. Be able to lead the implementation of procedures and practice for addressing concerns and complaints	3.1 Promote a person-centred approach to addressing concerns and complaints		
	3.2 Ensure that others are informed about the procedure for raising concerns or making complaints		
	3.3 Use supervision to support workers to recognise and address concerns and complaints		
	3.4 Implement systems and procedures which address concerns and complaints and fully inform the		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	complainant of the outcome within agreed time frames		
4. Be able to review the procedures and practices for addressing concerns and complaints	4.1 Monitor the use of systems for addressing concerns and complaints		
	4.2 Evaluate systems for addressing concerns and complaints		
	4.3 Involve others in the review of procedures and practices for addressing concerns and complaints		
	4.4 Show how own management practice has provided a culture where the organisation can learn from concerns and complaints		
	4.5 Show how recommendations from concern and complaint investigations have been used to improve the quality of service		

Unit 15 Concerns and complaints – (R/617/9965) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3 and 4 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Others: <ul style="list-style-type: none">• service-users• visitors• family members• workers/practitioners• carers• significant others• other professionals• people who use services.

<p>Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>

<p>Assessor sign off of completed unit: Unit 15 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your External Quality Assurer with full details of your proposed method. It will need formal approval from us before it can be used.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit. [Grades are not awarded.]

Please refer to the notes relating to expert witness testimony and simulation which follow this table.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor <ul style="list-style-type: none"> by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony* <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes

K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner’s performance.

** **Simulation.** A learner’s portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Skills for Care and Development assessment principles

Knowledge learning outcomes

- Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/Skills learning outcomes

- Assessors will need to be both occupationally competent and qualified to make assessment decisions
 - Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.
-

Section 3

Explanation of terms

Explanation of terms

This table explains how the terms used in the unit content are applied to these qualifications (not all verbs are used in these qualifications).

Analyse	Break the subject or complex situation into separate parts and examine each part in detail. Identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
Critically analyse	This is a development of 'analyse' which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
Clarify	Explain the information in a clear, concise way showing depth of understanding.
Classify	Organise accurately according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order which is suitable for purpose.
Compare	Examine the subjects in detail, consider and contrast similarities and differences.
Critically compare	This is a development of 'compare' where the learner considers and contrasts the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision showing how views and opinions have been developed.
Demonstrate	Show an in-depth understanding by describing, explaining or illustrating using examples.
Describe	Provide a broad range of detailed information about the subject or item in a logical way.
Discuss	Write a detailed account which includes contrasting perspectives.
Draw conclusions (which ...)	Make a final decision or judgement based on reasons.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation.
Critically evaluate	This is a development of 'evaluate' where the learner debates the validity of claims from the opposing views and produces a convincing argument to support the conclusion or judgement.

Explain	Apply reasoning to account for how something is or to show understanding of underpinning concepts. Responses could include examples to support these reasons.
Identify	Apply an in-depth knowledge to give the main points accurately (a description may also be necessary to gain higher marks when using compensatory marking).
Justify	Give a detailed explanation of the reasons for actions or decisions.
Reflect	Learners should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for practice and professional development.
Review and revise	Look back over the subject and make corrections or changes based on additional knowledge or experience.
Summarise	Give the main ideas or facts in a concise way to develop key issues.

Section 4

Additional information

Additional information

Resource requirements

There are no mandatory resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

The following document is mandatory reading for any centre involved in the delivery, assessment and administration of these qualifications:

- Skills for Care and Development Assessment Principles.
-

Support for centres

Key Facts

This document outlines the key information of these qualifications for the centre, learner and employer.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the Qualifications page on the NCFE website for more information and to see what is available for these qualifications.

Contact us

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