

**NCFE**

**CACHE**

# Qualification specification

**NCFE CACHE Level 5 Diploma in Leadership for  
Health and Social Care and Children and Young  
People's Services (England) – Children and  
Young People's Advanced Practice Pathway  
QN: 601/4312/5**

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## Summary of changes

This section summarises the changes to this Qualification Specification since the last version (v9.0 July 2018).

Version	Publication Date	Summary of amendments
v9.1	December 2019	<a href="#">Progression into the early years workforce</a> section added to provide clarification. <a href="#">Resources</a> section added – information regarding the well-being and safeguarding of learners

# Section 1:

## General introduction

## About this Qualification Specification

This qualification specification contains all the mandatory units and assessments you will need to complete as part of the qualification. As well as the mandatory units there is a choice of 'optional units' which form part of the qualification. These are available on our website and our secure site. Your Tutor or Assessor will either supply you with copies of your chosen units or direct you to the relevant page on the website so you can download them. This specification also contains extra information for your Tutor or Assessor.

## How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - *shows how difficult it is*
- a **credit value** - *one credit represents about 10 hours' work*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – *cover what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

## Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

### Competence/Skills based learning outcomes:

- generally begin with 'Be able to' and the assessment criteria usually show that the evidence must be observable
- are about being able to perform a variety of different tasks as part of your work role **within** a real work environment.

### Knowledge based learning outcomes:

- generally begin with 'Know', 'Understand' or 'Know how to' and the assessment criteria will reflect that evidence can be recorded in ways other than observation, although observation remains a valid method (however, some learning outcomes could be purely knowledge based and do not need to be in the context of a work role).



For your convenience, Knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, a unit has some Skills/Competence component(s).

## **Total Qualification Time/Guided Learning: Definitions**

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a Tutor or Assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

### **Guided Learning (GL)**

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

## **Barred units, equivalencies and exemptions**

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

## **Recognition of Prior Learning (RPL)**

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

## **Credit transfer**

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.



## **Making use of our websites**

The most recent version of our qualification and supporting documents can be found on the NCFE website. To ensure that you're using the most up to date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualifications, including a qualification factsheet and other support materials.

### **The Public Website**

The NCFE website address and contains information that is available to everybody. It contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications

There are also some other key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

### **The Centre Secure Website**

More specific information to support Centre delivery can be found on our secure website.

To access the secure website, click on the NCFE website and login using the details provided by the centre administrator.

## **Plagiarism**

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

## **Buying and selling assignments**

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

## **Equal opportunities**

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE CACHE's Diversity and Equality policy is available on the website.

## **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

# Section 2:

## About this qualification

## Qualification Summary

<b>Title</b>	NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Settings (England)		
<b>Qualification number</b>	601/4312/5		
<b>Aim</b>	<p>This qualification provides learners with the skills and knowledge needed to manage practice and lead others in health and social care and children and young people's services. It has two pathways for those working with children and young people, and covers a wide range of topics including:</p> <ul style="list-style-type: none"> <li>• Safeguarding and protection</li> <li>• Managing care services</li> <li>• Supporting development and partnership working</li> <li>• Contributing to broader activities such as change programmes and recruitment</li> <li>• Complying with quality systems and continuously improving quality</li> <li>• Developing and carrying out policy</li> <li>• Promoting and developing best practice</li> <li>• Care management.</li> </ul> <p>The <b>Management</b> pathway is most suitable for Assistant Managers and Deputy 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> <p>The <b>Advanced Practice</b> pathway is geared towards senior practitioners who would like to develop their career but wish to remain active practitioners within the management framework.</p>		
<b>Purpose</b> Ofqual code and description (where applicable)	D. Confirm occupational competence and/or 'licence to practice' D1: Confirm competence in an occupational role to the standards required		
<b>Total Qualification Time (hours)</b>	900		
<b>Guided Learning (hours)</b>	Min	515	Max 709
<b>Credit value</b>	90	<b>Minimum credits at/above Level</b> 66	
<b>Minimum age of learner</b>	19		

<b>Age ranges covered by the qualification</b>	Birth – 19 years
<b>Real work environment (RWE) requirement/ recommendation</b>	Learners will need to be working in the role of Deputy or Manager in an appropriate setting, or have the opportunity to carry out responsibilities associated with these roles, to be able to study for the NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Settings (England).
<b>Rules of Combination</b>	<p>Learners must achieve 90 credits overall. A minimum of 66 of these credits must be at/above Level 5.</p> <p>Learners must achieve the 6 units in Group A - Shared Core &amp; Mandatory (30 credits) and the 4 units in Group B - Children and Young People's Advanced Practice Pathway Mandatory (26 credits). The remaining 34 credits must come from Option Groups H, I and J.</p> <p>A minimum of 1 credit and a maximum of 6 credits may be taken from Option Group I.</p>
<b>Progression</b>	It is anticipated that learners will be able to progress from advanced practitioner to manager status via this qualification. It is also anticipated that it will provide access to higher education opportunities.
<b>Recommended assessment methods</b>	<p>All units will be internally assessed using a range of methods which could include: Inference of knowledge from direct observation of practice, Expert witness evidence when directed by the sector skills assessment strategy, Portfolio of evidence or a task set by us.*</p> <p>* NB: assessment tasks are provided for Tutors' convenience. They are not mandatory.</p>
<b>Additional assessment requirements</b>	All units must be assessed in line with the Skills for Care and Development Assessment Strategy.
<b>Grading system</b>	The qualification will be Achieved or Not Yet Achieved, and all the assessment criteria for the chosen units must be achieved in order to obtain Achieved overall.
<b>How long will it take to complete?</b>	The qualification can usually be completed in one year.
<b>Entry requirements/ recommendations</b>	There are no formal entry requirements for this qualification but learners will need to be at least 19 years of age. It is also recommended that they will hold a Level 3 qualification or above in a related area.
<b>About this qualification</b>	This is a regulated qualification. The regulated number for this qualification is 601/4312/5.

## **Introduction to this qualification**

### **Children and Young People's Advanced Practice Pathway**

The aim of the Children and Young People's Advanced Practice pathway is to guide and assess the knowledge and skills relating to the Children and Young People's senior workforce. If you work in the Children and Young People's sector in a senior role, this is the ideal qualification for you. You may be looking to develop your career as a senior practitioner within the broader context of the Children and Young People's sector.

### **Work Settings and Job Roles**

Examples of some of the settings:

- day services for children and families
- assessment centres for children and young people
- contact centres for children and young people.

Learners undertaking the Level 5 Diploma (Children and Young People's Advanced Practice Pathway) would be working in job roles such as:

- Deputy Manager
- Assistant Manager
- Day Care Manager

### **Progression into the early years workforce**

Please note that the NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Advanced Practice) (601/4312/5/CYPAP) holds no employment route to the early years workforce.

Learners wishing to enter the early years workforce must hold a qualification that is 'full and relevant' as defined by the Department for Education (DfE). NCFE CACHE offers several Early Years Educator qualifications at Level 3 that meet this criteria.

Those students without a Level 3 Early Years qualification wishing to study at Level 5 could work towards the NCFE CACHE Level 5 Early Years Senior Practitioner (603/3907/X), which meets the full and relevant criteria to enter the early years workforce and count in the Level 3 staffing ratios.

## Unit Achievement Log

### Group A - Shared Core & Mandatory (6 units, 30 credits)

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
SHC 51	F/602/2335	Use and develop systems that promote communication	Skills	5	3	24	33	
SHC 52	L/602/2578	Promote professional development	Knowledge/ Skills	4	4	33	38	
SHC 53	Y/602/3183	Champion equality, diversity and inclusion	Knowledge/ Skills	5	4	34	43	
M1	K/602/3172	Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings	Knowledge/ Skills	5	5	33	47	
M2c	A/602/3189	Work in partnership in health and social care or children and young people's settings	Knowledge/ Skills	4	4	26	53	
OP 5.25	J/602/3499	Undertake a research project within services for health and social care or children and young people	Knowledge/ Skills	5	10	80	58	
<b>Total credit and GLH for Shared Core and Mandatory Units</b>					<b>30</b>	<b>230</b>		

**Group D – Children and Young People's Advanced Practice Pathway Mandatory Units (4 units, 26 credits)**

	Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
★	MU 5.2	F/601/9449	Understand children and young person's development	Knowledge	5	6	30	63	
	MU 5.3	J/601/9369	Lead practice that supports positive outcomes for child and young person development	Knowledge/ Skills	5	6	36	69	
	MU 5.4	A/601/9370	Develop and implement policies and procedures to support the safeguarding of children and young people	Knowledge/ Skills	5	6	26	74	
	O36	J/602/2577	Lead practice in promoting the well-being and resilience of children and young people	Knowledge/ Skills	5	8	53	79	
Credit and GLH from Group D units						26	145		
<b>Total credit and GLH for Mandatory plus Group D Units</b>						<b>56</b>	<b>375</b>		



### Group H Optional – Management units

Learners have a free choice from this group. Details of these units are in the Optional Units document which can be found on the qualification page on the NCFE website.

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
O1	J/602/2336	Develop procedures and practice to respond to concerns and complaints	Knowledge/ Skills	5	6	40	
O16	R/602/2338	Recruitment and selection within health and social care or children and young people's settings	Knowledge/ Skills	4	3	26	
O20c	Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	Knowledge/ Skills	5	6	42	
O30c	L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	Knowledge/ Skills	5	6	43	
O35	T/602/2574	Manage induction in health and social care or children and young people's settings	Knowledge/ Skills	4	3	21	
O40	F/602/2612	Facilitate change in health and social care or children and young people's setting	Knowledge/ Skills	5	6	42	
O41	L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	Knowledge/ Skills	6	7	48	
O42	T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	Knowledge/ Skills	4	4	31	
O43	R/602/2758	Manage quality in health and social care or children and young people's setting	Knowledge/ Skills	5	5	36	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
B1	Y/600/9588	Develop and evaluate operational plans for own area of responsibility	Skills	5	6	25	
E8	K/600/9711	Manage physical resources	Knowledge/ Skills	4	3	25	

**Group I Optional – Knowledge Units (minimum 1 credit, maximum 6 credits)**

Details of these units are in the Optional Units document which can be found on the qualification page on the NCFE website.

	Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
☆	M2a	T/602/3188	Understand partnership working	Knowledge	4	1	7	
☆	LM1a	D/602/3170	Understand how to manage a team	Knowledge	4	3	20	
☆	LM2a	H/602/3185	Understanding professional supervision practice	Knowledge	4	3	22	
☆	DEM 301	J/601/ 3538	Understand the process and experience of dementia	Knowledge	3	3	22	
☆	PD OP 3.1	J/601/6150	Understand Physical disability	Knowledge	3	3	22	
☆	PD OP 3.3	Y/601/6167	Understand the impact of acquired brain injury on individuals	Knowledge	3	3	28	
☆	SS MU 3.1	M/601/3467	Understand sensory loss	Knowledge	3	3	21	
☆	LD Op 307	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	Knowledge	3	3	21	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
☆ EOL 307	J/503/8137 Barred combination with EOL 306	Understand how to support individuals during last days of life	Knowledge	3	3	28	
☆ EOL 303	A/503/8135	Understand Advance Care planning	Knowledge	3	3	25	
☆ EOL 308	F/5038704	End of life and dementia care	Knowledge	3	2	20	

### Group J – Options

Details of these units are in the Optional Units document which can be found on the qualification page on the NCFE website.

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
O3	L/602/2337	Manage domiciliary services	Knowledge/ Skills	5	6	39	
O4	F/602/2853	Lead the management of transitions	Knowledge/ Skills	5	4	29	
O32	K/602/2572 Barred combination with HSC 3065	Lead positive behavioural support	Knowledge/ Skills	7	10	75	
CCLD OP 5.12	K/602/3074	Develop provision for family support	Knowledge/ Skills	5	5	33	
CCLD OP 5.13	M/602/2380	Lead support for disabled children and young people and their carers	Knowledge/ Skills	6	8	57	
LD Op 503	H/601/7354	Lead active support	Knowledge/ Skills	5	5	35	
LD Op 504	K/601/7355	Active support: Lead interactive training	Knowledge/ Skills	5	4	30	
LD 509	J/601/5645	Promote access to healthcare for individuals with learning disabilities	Knowledge/ Skills	5	6	44	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
LD 510	A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	Knowledge/ Skills	5	7	53	
PD OP 3.4	M/601/5817	Support families who are affected by acquired brain injury	Knowledge/ Skills	3	3	30	
PD OP 3.5	D/601/5750	Support families who have a child with a disability	Knowledge/ Skills	3	3	23	
HSC 3007	M/601/9494	Support the development of community partnerships	Knowledge/ Skills	4	5	33	
HSC 3027	K/601/7906	Support individuals to access housing and accommodation services	Knowledge/ Skills	3	4	24	
HSC 3048	T/601/9495	Support individuals at the end of life	Knowledge/ Skills	3	7	53	
HSC 3057	F/601/9029	Work with families, carers and individuals during times of crisis	Knowledge/ Skills	4	5	35	
HSC 3065	T/601/9738 Barred combination with O32	Implement the Positive Behavioural Support model	Knowledge/ Skills	4	8	61	
SS OP 3.7	H/601/3546	Support individuals to access education, training or employment	Knowledge/ Skills	4	4	31	
SS 5.2	M/601/5249	Promote awareness of sensory loss	Knowledge/ Skills	5	3	19	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
SS 5.3	H/601/5250	Support the use of assistive technology	Knowledge/ Skills	5	4	31	
SS 5.4	K/601/5251	Explore models of disability	Knowledge/ Skills	5	5	32	
SS 5.5	M/601/5252	Support individuals with sensory loss with communication	Knowledge/ Skills	5	5	37	
SS 5.6	T/601/5253	Support individuals with multiple conditions and/or disabilities	Knowledge/ Skills	5	5	34	
EYMP5	T/600/9789	Support children's speech, language and communication	Knowledge/ Skills	3	4	30	
CYPOP 17	F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	Knowledge	4	5	40	
ADV 305	F/502/3295 Barred combination with ADV 306, 307, 308, 309, 310	Independent Mental Capacity Advocacy	Knowledge/ Skills	4	12	35	
ADV 306	J/502/3296 Barred combination with ADV 305, 307, 308, 309, 310	Independent Mental Health Advocacy	Knowledge/ Skills	4	7	35	



Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
ADV 307	L/502/3297 Barred combination with ADV 305, 306, 308, 309, 310	Providing Independent Advocacy Management	Skills	4	11	35	
ADV 308	R/502/3298 Barred combination with ADV 305, 306, 307, 309, 310	Providing Independent Advocacy to Adults	Skills	4	5	35	
ADV 309	Y/502/3299 Barred combination with ADV 305, 306, 307, 308, 310	Independent Advocacy with Children and Young People	Skills	4	7	35	
ADV 310	F/502/3300 Barred combination with ADV 305, 306, 307, 308, 309	Providing Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards	Knowledge/ Skills	4	5	35	





Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
ASM1	M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	Skills	3	4	24	
ASM4	D/501/0585	Identify and act upon immediate risk of danger to substance misusers	Skills	3	4	24	
LM 507	F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	Knowledge/	5	6	50	
LM 501	T/504/2197	Professional practice in health and social care for adults or children and young people	Skills	5	6	43	
LM 502	A/504/2198	Develop, maintain and use records and reports	Knowledge/ Skills	4	3	23	
HSC 3067	T/504/2202	Support individuals to stay safe from harm or abuse	Knowledge/ Skills	3	4	27	
HSC 3068	F/504/2204	Provide support to children or young people who have experienced harm or abuse	Knowledge/ Skills	4	6	45	
HSC 3069	J/504/2205	Provide support to adults who have experienced harm or abuse	Knowledge/ Skills	4	5	39	
IC 501	Y/504/2208	Lead and manage infection prevention and control within the work setting	Knowledge/ Skills	5	6	38	
DEM 501	D/504/2212	Lead and manage practice in dementia care	Knowledge/ Skills	5	6	41	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
LM 503	H/504/2213	Lead practice which supports individuals to take positive risks	Knowledge/ Skills	5	4	30	
HSC 3070	T/504/2216	Assess the needs of carers and families	Knowledge/ Skills	3	4	28	
LM 504	A/504/2217	Lead practice in assessing and planning for the needs of families and carers	Skills	5	3	22	
LM 508	J/504/2219	Appraise staff performance	Knowledge/ Skills	5	5	32	
LM 509	R/504/2224	Support people who are providing homes to individuals	Skills	4	6	40	
LM 510	M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	Knowledge/ Skills	5	6	40	
LM 505	J/504/2236	Manage business redesign in health and social care or children or young people's services	Knowledge/ Skills	5	5	30	
HSC 3073	Y/504/2239	Provide information about health and social care or children and young people's services	Skills	3	3	20	
HSC 3072	D/504/2243	Understand the factors affecting older people	Knowledge	3	2	17	
EOL 304	M/503/8133	Support the spiritual well-being of individuals	Knowledge/ Skills	3	3	26	



Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Notes
EOL 306	F/503/8685 Barred combination with EOL 307	Support individuals during the last days of life	Knowledge/ Skills	4	5	33	
EOL 501	T/503/8134	Lead and manage end of life care services	Knowledge/ Skills	5	7	45	
EOL 502	L/503/8138	Lead a service that supports individuals through significant life events	Skills	5	4	31	

**Explanation of terms used at Level 5:**  
(not all verbs are used in this qualification)

<b>Act (as a role model)</b>	Serve as a model in a particular behavioural or social role for another person to emulate.
<b>Adapt (approaches)</b>	Modify, adjust, make suitable for purpose.
<b>Adhere to</b>	Follow, keep, maintain, respect, abide by, give support to, eg adhere to a strict code of practice.
<b>Analyse</b>	Break the subject or complex situations 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).
<b>Apply (standards)</b>	Explain how existing knowledge, practices, standards etc can be linked to new or different situations.
<b>Ascertain</b>	Find out for certain.
<b>Assess</b>	Estimate and make a judgement.
<b>Compare</b>	Examine the subjects in detail, looking at similarities and differences.
<b>Compare and contrast</b>	Examine the subjects in detail, looking at similarities and differences, and distinguish between (identify) striking differences.
<b>Critically review</b>	Revise, debate and judge the merit of.
<b>Clarify</b>	Explain the information in a clear, concise way, showing depth and understanding.
<b>Critically analyse</b>	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.
<b>Critically evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and difference; judge the evidence and discuss the validity of claims from the opposing views and produce a convincing argument to support the conclusion or judgement.
<b>Collaborate (L7)</b>	Work jointly with.
<b>Describe</b>	Provide an extended range of detailed information about the topic or item in a logical way.
<b>Develop</b>	Identify, build and extend a topic, plan or idea.

<b>Distinguish between</b>	Discuss identified differences between more than one item, product, object or activity.
<b>Demonstrate</b>	Apply skills in a practical situation and/or show an understanding of the topic.
<b>Explain</b>	Apply reasoning to account for how something is or to show understanding of underpinning concepts (responses could include examples to support the reasons).
<b>Evaluate</b>	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 judgment; apply current research or theories to support the evaluation when applicable.
<b>Establish (L5 and L6)</b>	Set up on a permanent basis; get generally accepted; place beyond dispute.
<b>Empower</b>	Equip or supply with an ability; enable or permit.
<b>Enable</b>	Supply with the means, knowledge, or opportunity; make able.
<b>Facilitate (L6)</b>	Make easier; assist the progress of.
<b>Formulate (L5, L6 and L7)</b>	Draw together; set forth in a logical way; express in systematic terms or concepts.
<b>Give constructive feedback</b>	Provide commentary which serves to improve or advance; be helpful.
<b>Identify</b>	Ascertain the origin, nature, or definitive characteristics of.
<b>Implement (L5 and L6)</b>	Put into practical effect; carry out.
<b>Investigate</b>	Detailed examination or study; enquire systematically.
<b>Intervene effectively</b>	Change an outcome.
<b>Initiate</b>	Originate/start a process.
<b>Justify</b>	Give a comprehensive explanation of the reasons for actions and/or decisions.
<b>Monitor</b>	Maintain regular surveillance.
<b>Mentor</b>	Serve as a trusted counsellor or teacher to another person; help others succeed.

<b>Negotiate</b>	Discuss with a view to finding an agreed settlement.
<b>Resolve</b>	Solve; settle; explain.
<b>Research (L5 and L6)</b>	A detailed study of a subject to discover new information or reach a new understanding.
<b>Review</b>	Revisit and judge the merit of.
<b>Recognise</b>	Acknowledge the validity of.
<b>Represent views of</b>	Act as an advocate; speak, plead or argue in favour of.
<b>Review and revise</b>	Revisit, judge the merit of, and make recommendations for change.
<b>Reflect on</b>	Consult with oneself, recognising implications of current practice with a view to changing future practice.
<b>Recommend</b>	Revisit and judge the merit of; endorse a proposal or course of action; advocate in favour of.
<b>Summarise</b>	Select the main ideas, argument or facts and present in a precise, concise way.
<b>Signpost</b>	Point the way; indicate.
<b>Support</b>	Strengthen, support or encourage; corroborate; give greater credibility to.
<b>Set objectives (L6)</b>	Identify the outcomes required.
<b>Secure</b>	Make safe; obtain (information or evidence).
<b>Triangulate (L7)</b>	Identify three aspects to ensure validity.
<b>Work in partnership</b>	Work in association with two or more persons (this may include stakeholders, service users and/or carers).

# Section 3:

## Units

## Unit layout

This section includes assessment tasks for Tutors' convenience. They are not mandatory.

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. NCFE, Pearson).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.  1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

\* *Additional information, Unit assessment guidance and Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.



**SHC 51: Use and develop systems that promote communication**

**Unit reference** F/602/2335 **Level** 5  
**Credit value** 3 **GLH** 24

**Unit aim** The purpose of this unit is to assess the learner's knowledge, understanding and skills required to develop communication systems for meeting individual outcomes and promoting partnership working. The unit explores the challenges and barriers to communication and the importance of effective management of information.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 1, 2, 3 and 4 must be assessed in real work environments by a vocationally competent Assessor.</b>			
1. Be able to address the range of communication requirements in own role.	1.1. Review the range of groups and individuals whose communication needs must be addressed in own job role.		
	1.2. Explain how to support effective communication within own job role.		
	1.3. Analyse the barriers and challenges to communication within own job role.		
	1.4. Implement a strategy to overcome communication barriers.		
	1.5. Use different <b>means of communication</b> to meet different needs.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to improve communication systems and practices that support positive outcomes for individuals.	2.1. Monitor the effectiveness of communication systems and practices.		
	2.2. Evaluate the effectiveness of existing communication systems and practices.		
	2.3. Propose improvements to communication systems and practices to address any shortcomings.		
	2.4. Lead the implementation of revised communication systems and practices.		
3. Be able to improve communication systems to support <b>partnership working</b> .	3.1. Use communication systems to promote partnership working.		
	3.2. Compare the effectiveness of different communications systems for partnership working.		
	3.3. Propose improvements to communication systems for partnership working.		
4. Be able to use systems for effective information management.	4.1. Explain legal and ethical tensions between maintaining confidentiality and sharing information.		
	4.2. Analyse the essential features of information sharing agreements within and between organisations.		
	4.3. Demonstrate use of information management systems that meet legal and ethical requirements.		

**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: SHC 51**

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.

**Additional information about the unit:**

Relationship to occupational standards	LMCS E1 HSC 41
Additional unit assessment requirements	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 1, 2, 3 and 4 must be assessed in the work setting.</p>

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements – provided with the unit

**Means of communication** may include:

- verbal
- non-verbal
- sign
- pictorial
- written
- electronic
- assisted
- personal
- organisational
- formal
- informal
- public (information/promotional).

**Partnership working:**

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

**Assessment task – SHC 51 Use and develop systems that promote communication**

This is a skills/competency unit only; therefore, assessment by a task is not applicable.

**SHC 52: Promote professional development**

**Unit reference** L/602/2578 **Level** 4  
**Credit value** 4 **GLH** 33

**Unit aim** The purpose of this unit is to assess the learner's knowledge, understanding and skills required to promote the professional duty to maintain the currency of knowledge and skills and the need to continually reflect on and improve practice.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3 and 4 must be assessed in real work environments by a vocationally competent Assessor.</b>			
1. Understand principles of professional development.	1.1. Explain the importance of continually improving knowledge and practice.		
	1.2. Analyse potential barriers to professional development.		
	1.3. Compare the use of different <b>sources and systems of support</b> for professional development.		
	1.4. Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to prioritise goals and targets for own professional development.	2.1. Evaluate own knowledge and performance against <b>standards and benchmarks</b> .		
	2.2. Prioritise development goals and targets to meet expected standards.		
3. Be able to prepare a professional development plan.	3.1. Select learning opportunities to meet development objectives and reflect personal learning style.		
	3.2. Produce a plan for own professional development, using an appropriate source of support.		
	3.3. Establish a process to evaluate the effectiveness of the plan.		
4. Be able to improve performance through reflective practice.	4.1. Compare models of reflective practice.		
	4.2. Explain the importance of reflective practice to improve performance.		
	4.3. Use reflective practice and feedback from others to improve performance.		
	4.4. Evaluate how practice has been improved through: <ul style="list-style-type: none"> <li>• reflection on best practice</li> <li>• reflection on failures and mistakes.</li> </ul>		

**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: SHC 52**

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.



<b>Additional information about the unit:</b>	
Relationship to occupational standards	This unit links with the following NOS: HSC 43 LMCS A1 D3 CCLD 429 LDSS/GCU6.
Additional unit assessment requirements	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in the work setting.</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Sources and systems of support</b> may include:</p> <ul style="list-style-type: none"> <li>• formal support</li> <li>• informal support</li> <li>• supervision</li> <li>• appraisal</li> <li>• mentoring</li> <li>• within the organisation</li> <li>• beyond the organisation.</li> </ul> <p><b>Standards and benchmarks</b> may include:</p> <ul style="list-style-type: none"> <li>• codes of practice</li> <li>• regulations</li> <li>• minimum/ essential standards</li> <li>• national occupational standards.</li> </ul>

### **Assessment task – SHC 52 Promote professional development**

As a manager in Health and Social Care you know that the ability to reflect on your own practice is an essential skill. You have decided to prepare a set of guidance notes on the principles of professional development for your staff team which:

**Task** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

- explains the importance of continually improving knowledge and practice
- analyses potential barriers to professional development
- compares the use of different sources and systems of support for professional development
- explains factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date.

**SHC 53: Champion equality, diversity and inclusion**

**Unit reference** Y/602/3183 **Level** 5  
**Credit value** 4 **GLH** 34

**Unit aim** The purpose of this unit is to assess the learner's knowledge, understanding and skills required for a whole systems approach to equality, diversity and inclusion. The unit explores models of practice and requires demonstration of skills and understanding of systems and processes.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2 and 4 must be assessed in real work environments by a vocationally competent Assessor.</b>			
1. Understand diversity, equality and inclusion in own area of responsibility.	1.1. Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility.		
	1.2. Analyse the potential effects of barriers to equality and inclusion in own area of responsibility.		
	1.3. Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility.		
2. Be able to champion diversity, equality and inclusion.	2.1. Promote equality, diversity and inclusion in policy and practice.		
	2.2. Challenge discrimination and exclusion in policy and practice.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Provide others with information about: <ul style="list-style-type: none"> <li>• the effects of discrimination</li> <li>• the impact of inclusion</li> <li>• the value of diversity.</li> </ul>		
	2.4. Support others to challenge discrimination and exclusion.		
3. Understand how to develop systems and processes that promote diversity, equality and inclusion.	3.1. Analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion.		
	3.2. Evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility.		
	3.3. Propose improvements to address gaps or shortfalls in systems and processes.		
4. Be able to manage the risks presented when balancing individual rights and professional duty of care.	4.1. Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care.		
	4.2. Explain the principle of informed choice.		
	4.3. Explain how issues of individual capacity may affect informed choice.		
	4.4. Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility.		

**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: SHC 53**

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.

**Additional information about the unit:**

Relationship to occupational standards

LMCS, B1, HSC 45, LDSS/GCU 5, LDSS 408

Additional unit assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

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

### **Assessment task – SHC 53 Champion equality, diversity and inclusion**

As a manager in Health and Social Care you are part of a peer group involved in providing continual professional development for the group's members. You have been tasked with leading an informed discussion on championing equality, diversity and inclusion. Prepare notes for this discussion which:

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

- explain models of practice that underpin equality, diversity and inclusion in own area of responsibility
- analyse the potential effects of barriers to equality and inclusion in own area of responsibility
- analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility.

**Task 2** links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

- analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion
- evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility
- propose improvements to address gaps or shortfalls in systems and processes.

**M1: Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings**

**Unit reference** K/602/3172 **Level** 5  
**Credit value** 5 **GLH** 33

**Unit aim** The purpose of this unit is to assess the learner's knowledge, understanding and skills required for Health and Safety and Risk Management, including the development of policies, procedures and practices in health and social care or children and young people's settings.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments by a vocationally competent Assessor.</b>			
1. Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health, and social care or children and young people's settings.	1.1. Explain the legislative framework for health, safety and risk management in the work setting.		
	1.2. Analyse how policies, procedures and practices in own setting meet health, safety and risk management requirements.		
2. Be able to implement and monitor compliance with health, safety and risk management requirements in health and social care or children and young people's settings.	2.1. Demonstrate compliance with health, safety and risk management procedures.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Support <b>others</b> 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 <b>individuals</b> and others in health and social care or children and young people's settings.	3.1. Contribute to development of policies, procedures and practices to identify, assess and manage risk to individuals and others.		
	3.2. Work with individuals and others to assess potential risks and hazards.		
	3.3. Work with individuals and others to manage potential risks and hazards.		
4. Be able to promote a culture where needs and risks are balanced with health and safety practice in health and social care or children and young people's settings.	4.1. Work with individuals to balance the management of risk with individual rights and the views of others.		
	4.2. Work with individuals and others to develop a balanced approach to risk management that takes into account the benefits for individuals of risk taking.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3. Evaluate own practice in promoting a balanced approach to risk management.		
	4.4. Analyse how helping others to understand the balance between risk and rights improves practice.		
5. Be able to improve health, safety and risk management policies, procedures and practices in health and social care or children and young people's settings.	5.1. Obtain feedback on health, safety and risk management policies, procedures and practices from individuals and others.		
	5.2. Evaluate the health, safety and risk management policies, procedures and practices within the work setting.		
	5.3. Identify areas of policies, procedures and practices that need improvement to ensure safety and protection in the work setting.		
	5.4. Recommend changes to policies, procedures and practices that ensure safety and protection in the work setting.		

**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: M1**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	LMCS C1, HSC 42, MSC E5, E6, E7, CCLD 428
Additional unit assessment requirements	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• self</li> <li>• workers/ practitioners</li> <li>• carers</li> <li>• significant others</li> <li>• visitors to the work setting</li> <li>• inspectors/ regulators.</li> </ul> <p>An <b>individual</b> is someone accessing care or support.</p>

**Assessment task – M1 Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings**

As a manager in Health and Social Care you have been asked to give a presentation to all similar facilities in your organisation on health and safety and risk management. The notes you make to inform your presentation will:

**Task** links to learning outcome 1, assessment criteria 1.1 and 1.2.

- explain the legislative framework for health, safety and risk management in the work setting
- analyse how policies, procedures and practices in own setting meet health, safety and risk management requirements.

**M2c: Work in partnership in health and social care or children and young people's settings**

**Unit reference** A/602/3189 **Level** 4

**Credit value** 4 **GLH** 26

**Unit aim** The purpose of this unit is to assess the learner's knowledge, understanding and skills required to implement and promote effective partnership working.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3 and 4 must be assessed in real work environments by a vocationally competent Assessor.</b>			
1. Understand partnership working.	1.1. Identify the features of effective partnership working.		
	1.2. Explain the importance of partnership working with: <ul style="list-style-type: none"> <li>• colleagues</li> <li>• <b>other professionals</b></li> <li>• <b>others.</b></li> </ul>		
	1.3. Analyse how partnership working delivers better outcomes.		
	1.4. Explain how to overcome barriers to partnership working.		
2. Be able to establish and maintain working relationships with colleagues.	2.1. Explain own role and responsibilities in working with colleagues.		
	2.2. Develop and agree common objectives when working with colleagues.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Evaluate own working relationship with colleagues.		
	2.4. Deal constructively with any conflict that may arise with colleagues.		
3. Be able to establish and maintain working relationships with other professionals.	3.1. Explain own role and responsibilities in working with other professionals.		
	3.2. Develop procedures for effective working relationships with other professionals.		
	3.3. Agree common objectives when working with other professionals within the boundaries of own role and responsibilities.		
	3.4. Evaluate procedures for working with other professionals.		
	3.5. Deal constructively with any conflict that may arise with other professionals.		
4. Be able to work in partnership with others.	4.1. Analyse the importance of working in partnership with others.		
	4.2. Develop procedures for effective working relationships with others.		
	4.3. Agree common objectives when working with others within the boundaries of own role and responsibilities.		
	4.4. Evaluate procedures for working with others.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.5. Deal constructively with any conflict that may arise with others.		

**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: M2c**  
 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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	LMCS B1, HSC 41, CCLD 405, 406
Additional unit assessment requirements	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in the work setting.</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Other professionals</b> may include:</p> <ul style="list-style-type: none"> <li>• workers from other agencies or organisations</li> <li>• advocates</li> <li>• independent visitors.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• individuals</li> <li>• children and young people</li> <li>• families</li> <li>• carers</li> <li>• friends of the individual</li> <li>• advocates.</li> </ul>



### **Assessment task – M2c Work in partnership in health and social care or children and young people's settings**

As a new manager working within Health and Social Care in a multi-disciplinary team you have been tasked with preparing a discussion paper for your first supervision with your line manager, about implementing and promoting effective partnership working, which:

**Task** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

- identifies the features of effective partnership working
- explains the importance of partnership working with:
  - colleagues
  - other professionals
  - others
- analyses how partnership working delivers better outcomes
- explains how to overcome barriers to partnership working.



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Identify a range of tools that can be used to analyse data.		
	2.4. Explain the importance of validity and reliability of data used within research.		
3. Be able to conduct a research project within services for health and social care or children and young people.	3.1. Identify sources of support whilst conducting a research project.		
	3.2. Formulate a detailed plan for a research project.		
	3.3. Select research methods for the project.		
	3.4. Develop research questions to be used within project.		
	3.5. Conduct the research using identified research methods.		
	3.6. Record and collate data.		
4. Be able to analyse research findings.	4.1. Use data analysis methods to analyse the data.		
	4.2. Draw conclusions from findings.		
	4.3. Reflect how own research findings substantiate initial literature review.		
	4.4. Make recommendations related to area of research.		
	4.5. Identify potential uses for the research findings within practice.		

**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: OP 5.25**

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.

**Additional information about the unit:**

Relationship to occupational standards	CCLD 420 Undertake a research project
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care and Development Assessment Principles.  Learning outcomes 1, 3 and 4 must be assessed in the work setting.

<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Aims and objectives</b> – the reasons, understanding and methods for conducting the research project.</p> <p><b>Ethical considerations</b> – confidentiality, sensitivity of data, seeking agreements with participants.</p>

**Assessment task - OP 5.25: Undertake a research project within services for health and social care or children and young people**

**Task** links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4.

As a manager you will be aware of the importance of developing knowledge and understanding in order to improve organisational practice. You have been tasked with undertaking a research project within your service. You are meeting with your line manager to discuss your proposal. In preparation for the meeting prepare a research brief to justify your chosen methodology. The research brief must contribute to the justification of the selected methodology by:

- critically comparing different types of research
- evaluating a range of methods that can be used to collect data
- identifying a range of tools that can be used to analyse data
- explaining the importance of validity and reliability of data used within research.



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Analyse how children and young people's development is influenced by a range of external factors.		
	2.3. Explain how theories of development and frameworks to support development influence current practice.		
3. Understand the benefits of early intervention to support the development of children and young people.	3.1. Analyse the importance of early identification of development delay.		
	3.2. Explain the potential risks of late recognition of development delay.		
	3.3. Evaluate how multi agency teams work together to support all aspects of development in children and young people.		
	3.4. Explain how play and leisure activities can be used to support all aspects of development of children and young people.		
4. Understand the potential effects of transitions on children and young people's development.	4.1. Explain how different types of transitions can affect children and young people's development.		
	4.2. Explain the importance of children and young people having positive relationships through periods of transition.		
	4.3. Evaluate the effectiveness of positive relationships on children and young people's development.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions.	5.1. Explain different methods of assessing, recording and monitoring children and young people's development.		
	5.2. Explain how and in what circumstances different methods are used for assessing, recording and monitoring children and young people's development in the work setting.		
	5.3. Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the pattern normally expected.		
	5.4. Evaluate the importance of accurate documentation regarding the development of children and young people.		

**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: MU 5.2**  
 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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	CCLD 403 Support programmes for the promotion of children's development; CCLD 408 Evaluate, assess and support the physical, intellectual, emotional and social development of children
Additional unit assessment requirements	The unit must be assessed in accordance with the Skills for Care and Development Assessment Principles

## **Assessment task – MU 5.2 Understand children and young person's development**

As a manager in Health and Social Care you have been tasked with preparing a paper on children and young people's development for a local conference which:

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

- explains the sequence and rate of each aspect of development that would normally be expected in children and young people from birth to 19 years
- analyses the difference between sequence of development and rate of development, and why the distinction is important
- analyses the reasons why children and young people's development may not follow the pattern normally expected.

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

- analyses how children and young people's development is influenced by a range of personal factors
- analyses how children and young people's development is influenced by a range of external factors
- explains how theories of development and frameworks to support development influence current practice.

**Task 3** links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

- analyses the importance of early identification of development delay
- explains the potential risks of late recognition of development delay
- evaluates how multi agency teams work together to support all aspects of development in children and young people
- explains how play and leisure activities can be used to support all aspects of development of children and young people.

**Task 4** links to learning outcome 4, assessment criteria 4.1, 4.2 and 4.3.

- explains how different types of transitions can affect children and young people's development
- explains the importance of children and young people having positive relationships through periods of transition
- evaluates the effectiveness of positive relationships on children and young people's development.

**Task 5** links to learning outcome 5, assessment criteria 5.1, 5.2, 5.3 and 5.4.

- explains different methods of assessing, recording and monitoring children and young people's development
- explains how and in what circumstances different methods are used for assessing, recording and monitoring children and young people's development in the work setting
- explains how different types of interventions can promote positive outcomes for children and young people where development is not following the pattern normally expected
- evaluates the importance of accurate documentation regarding the development of children and young people.

**MU 5.3: Lead practice that supports positive outcomes for child and young person development**

**Unit reference** J/601/9369 **Level** 5  
**Credit value** 6 **GLH** 36

**Unit aim** The purpose of this unit is to provide learners with the knowledge, understanding and skills to lead practice that supports positive outcomes for child and young person development.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in real work environments by a vocationally competent Assessor.</b>			
1. Understand theoretical approaches to child and young person development.	1.1. Explain different theories and frameworks of child and young person development.		
	1.2. Explain the potential impact on service provision of different theories and approaches.		
	1.3. Critically analyse the move towards outcomes based services for children and young people.		
2. Be able to lead and support developmental assessment of children and young people.	2.1. Support use of different methods of developmental assessment and recording for children and young people.		
	2.2. Work in partnership with other professionals in assessing development of children and young people.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Develop strategies to encourage child or young person and carers' participation in developmental assessment.		
	2.4. Evaluate the effectiveness of strategies to encourage child or young person and carers' participation in developmental assessment.		
3. Be able to develop and implement programmes with children or young people requiring developmental support.	3.1. Support use of assessments to develop programmes of support.		
	3.2. Explain circumstances where referrals to other agencies may be required.		
	3.3. Explain how referrals to other agencies are managed.		
	3.4. Support use of early interventions to promote positive outcomes for children and young people's development.		
	3.5. Lead the implementation of a personalised programme of support for children or young people.		
4. Be able to evaluate programmes for children or young people requiring developmental support.	4.1. Review programmes of developmental support.		
	4.2. Implement strategies for improvement for programmes of development support.		
5. Be able to lead and promote support for children experiencing transitions.	5.1. Explain how evidence based practice can be used to support children and young people experiencing transitions.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.2. Lead the implementation of evidence based practice to support children or young people experiencing transition.		
	5.3. Evaluate the implementation of evidence based practice to support children or young people experiencing transitions.		
6. Be able to lead positive behaviour support.	6.1. Support use of evidence based practice with children and young people to encourage positive behaviour.		
	6.2. Critically evaluate different approaches to supporting positive behaviour.		

**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: MU 5.3**  
 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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	CCLD 403
Additional unit assessment requirements	<p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in real work environment.</p> <p>This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles.</p>



**Assessment task – MU 5.3 Lead practice that supports positive outcomes for child and young person development**

As a manager working in Health and Social Care you have identified a training need for a new member of staff. You have decided to prepare an information pack for the new member of staff which:

**Task** links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

- explains different theories and frameworks of child and young person development
- explains the potential impact on service provision of different theories and approaches
- critically analyses the move towards outcomes based services for children and young people.

**MU 5.4: Develop and implement policies and procedures to support the safeguarding of children and young people**

**Unit reference** A/601/9370 **Level** 5  
**Credit value** 6 **GLH** 26

**Unit aim** This unit is designed to prepare learners to develop and implement policies and procedures for safeguarding children and young people.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3 and 4 must be assessed in real work environments by a vocationally competent Assessor.</b>			
1. Understand the impact of current legislation that underpins the safeguarding of children and young people.	1.1. Outline the current legislation that underpins the safeguarding of children and young people within own UK Home Nation.		
	1.2. Evaluate how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people.		
	1.3. Explain how the processes used by own work setting comply with legislation that covers data protection, information handling and sharing.		
2. Be able to support the review of policies and procedures for safeguarding children and young people.	2.1. Investigate why inquiries and serious case reviews are required and how sharing of findings affects practice.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Identify the policies and procedures required in the work setting for safeguarding children and young people.		
	2.3. Develop the process for reviewing the process for safeguarding policies and procedures.		
	2.4. Evaluate the impact of a child/young person centred approach to safeguarding on policies and procedures.		
	2.5. Liaise with different organisations as part of the development or review process of policies and procedures for safeguarding children and young people.		
3. Be able to implement policies and procedures for safeguarding children and young people.	3.1. Support the implementation of policies and procedures for safeguarding children and young people.		
	3.2. Mentor and support other practitioners to develop the skills to safeguard children and young people.		
4. Be able to lead practice in supporting children and young people's well-being and resilience.	4.1. Justify how promoting well-being and resilience supports the safeguarding of children and young people.		
	4.2. Review how children or young people's resilience and well-being are supported in own work setting.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3. Support others to understand the importance of well-being and resilience in the context of safeguarding.		

**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: MU 5.4**  
 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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	CCLD 402
Additional unit assessment requirements	This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in the work setting.

### **Assessment task – MU 5.4 Develop and implement policies and procedures to support the safeguarding of children and young people**

As a manager working in a Health and Social Care setting providing services for children and young people you have been tasked with reviewing your organisation's current policy and procedures for safeguarding children and young people.

As part of this review you have to prepare a report which:

**Task** links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

- outlines the current legislation that underpins the safeguarding of children and young people within own UK Home Nation
- evaluates how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people
- explains how the processes used by own work setting comply with legislation that covers data protection, information handling and sharing.

**O36: Lead practice in promoting the well-being and resilience of children and young people**

**Unit reference** J/602/2577 **Level** 5  
**Credit value** 8 **GLH** 53

**Unit aim** The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead practice in support of children and young people's well-being and resilience. It includes the promotion of health as well as promoting self-esteem and supporting children to recognise and value who they are. The unit includes evaluation and development of practice.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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**Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments by a vocationally competent Assessor.**

1. Understand how different approaches to promoting positive <b>well-being</b> and resilience in children and young people impact on practice.	1.1. Explain the importance of well-being for children and young people.		
	1.2. Explain the importance of resilience for children and young people.		
	1.3. Critically analyse different approaches to promoting well-being and resilience of children and young people.		
2. Be able to lead practice in supporting children and young people's well-being and resilience.	2.1. Lead practice that supports others to engage with children and young people to build their self-esteem.		
	2.2. Support others to work with children or young people in a manner that is open, trustworthy, respectful and		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	reliable.		
	2.3. Demonstrate through own practice ways to encourage and support children or young people to express their feelings, views and hopes.		
	2.4. Explain how to challenge practices that act as barriers to children and young people's well-being and resilience.		
3. Be able to lead practice in work with carers who are supporting children and young people.	3.1. Develop strategies to support carers' understanding and involvement with the well-being and resilience needs of a child or young person.		
	3.2. Lead practice that supports carers to engage with children and young people to build their self-esteem.		
	3.3. Monitor the involvement of carers in supporting children and young people's well-being and resilience.		
	3.4. Evaluate strategies used to engage with carers who are supporting a child or young person.		
4. Be able to lead practice in responding to the <b>health needs</b> of children and young people.	4.1. Lead practice that supports children and young people to make positive choices about their health needs.		
	4.2. Assess any risks to or <b>concerns</b> about the health of children and young people.		
	4.3. Support others to recognise		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	and record concerns about a child or young person's health following agreed procedures.		
	4.4. Work with others to take action to address concerns identified about the health of children and young people.		
5. Be able to lead the development of practice with children or young people to promote their well-being and resilience.	5.1. Develop methods of evaluating own practice in promoting children or young people's well-being and resilience.		
	5.2. Develop methods of evaluating organisational practice in promoting children or young people's well-being and resilience.		
	5.3. Lead others in practice that supports solution focused approaches for supporting children or young people's well-being and resilience.		
	5.4. Lead others in developing areas of practice that promote children or young people's well-being and resilience.		

**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: O36**

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.

**Additional information about the unit:**

Relationship to occupational standards	This unit has links with the following NOS: HSC 44; CCLD 402; CCLD 403; CCLD 408; LMC B2
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.  Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Well-being</b> may include:</p> <ul style="list-style-type: none"> <li>• attachment</li> <li>• relationships</li> <li>• emotional security</li> <li>• health</li> <li>• self esteem</li> <li>• diet</li> <li>• exercise</li> <li>• rest and sleep</li> <li>• prompt medical/dental attention when needed</li> <li>• preventive health programmes.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• human resource personnel</li> </ul>
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	<ul style="list-style-type: none"><li>• workers/ practitioners</li><li>• carers</li><li>• significant others.</li></ul> <p><b>To build their self-esteem</b> could include:</p> <ul style="list-style-type: none"><li>• identifying with their own self-image and identity</li><li>• recognising and valuing their own abilities, talents and achievements</li><li>• being involved in decisions and have as much control as possible over their lives</li><li>• setting goals and targets that contribute towards building their well-being and resilience.</li></ul> <p><b>Health needs</b> may include:</p> <ul style="list-style-type: none"><li>• physical</li><li>• mental</li><li>• sexual.</li></ul> <p><b>Concerns</b> may include:</p> <ul style="list-style-type: none"><li>• illness</li><li>• injury</li><li>• use of illegal substances</li><li>• emotional distress</li><li>• poor lifestyle choices</li><li>• bullying (either as victim or perpetrator)</li><li>• exploitative behaviour (either as victim or perpetrator)</li><li>• harm or abuse</li><li>• changes in behaviour.</li></ul>
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### **Assessment task – O36 Lead practice in promoting the well-being and resilience of children and young people**

As a manager in Health and Social Care you have been tasked by your organisation to produce an article on the well-being and resilience of children and young people. This article will be included in the information pack which is given to individuals and their families/carers who are potential service users, and will:

**Task** links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

- explain the importance of well-being for children and young people
- explain the importance of resilience for children and young people
- critically analyse different approaches to promoting well-being and resilience of children and young people.

# Section 4:

## Assessment and quality assurance information

## 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 Customer Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

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 - 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 evidence* - 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 - 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 us (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.

### **Assessment strategies and principles relevant to this qualification**

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in "*Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance*".

The Centre needs to ensure that individuals undertaking Assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

### **Skills for Care and Development Assessment Principles/ NCFE CACHE Assessment Strategy**

#### **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

## **Staffing requirements**

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

## **Assessors and Internal Quality Assurance**

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.



# Section 5:

## Documents and resources

## Useful documents

This section refers to useful documents that can be found on the secure site, some of which may assist with the delivery of this qualification.

- Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance

## Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

These documents can be found in **Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance**.

## Resources

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the well-being and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

**Qualification reference number:**

NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) 601/4312/5

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