



Qualification Guidance Document

SEG Awards Level 5 Diploma in Leadership and Management in Health and Social Care Services (Northern Ireland)

610/7397/0



About Us

At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards have an online registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

Sources of Additional Information

The [Skills and Education Group Awards](#) website provides access to a wide variety of information.

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Specification Code

The specification code is **D2452-05**.

Issue	Date	Details of change
1.0	April 2026	New Qualification



This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.



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



Qualification Summary

SEG Awards Level 5 Diploma in Leadership and Management in Health and Social Care Services (Northern Ireland) – 610/7397/0								
Qualification Purpose	The SEG Awards Level 5 Diploma in Leadership and Management in Health and Social Care Services (NI) is a unitised qualification on a scale of Pass or Fail. Learners are expected to demonstrate a comprehensive understanding of the subject matter, ensuring a level of proficiency. This qualification will enable learners to acquire knowledge and practical skills in the leadership and management of Health and Social Care services. It is fully endorsed by the Northern Ireland Social Care Council (NISCC).							
Age Range	Pre 16		16-18		18+		19+	✓
Regulation	The above qualification is regulated by CCEA Regulation.							
Assessment	> Portfolio of Evidence > Practical demonstration/assignment > Coursework > Internal and external moderation							
Type of Funding Available	See FaLA (Find a Learning Aim)							
Grading	Pass/Fail To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all of the units completed							
Operational Start Date	01/09/2026							
Review Date	01/09/2029							
Operational End Date								
Certification End Date								
Guided Learning (GL)	666 hours							
Total Qualification Time (TQT)	900 hours							



Credit Value	90
Skills and Education Group Awards Sector	Adult Care
Regulator Sector	1.3 Health and Social Care
Support from Trade Associations	Northern Ireland Social Care Council (NISCC)

Introduction

This qualification is designed for learners working in Health and Social Care to consolidate the knowledge, skills and competence required to practise in a range of Health and Social Care settings within Northern Ireland.

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

The overall qualification is graded pass or fail.

SEG Awards is regulated to deliver this qualification by CCEA Regulation. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

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

This qualification relates to the following National Occupational Standards:

National Occupational Standards – Health and Social Care

Qualification Title	Qualification Number (QN)
SEG Awards Level 5 Diploma in Leadership and Management in Health and Social Care Services (Northern Ireland)	610/7397/0



Pre-requisites

The entry requirements for this qualification are that learners **must** be at least **19 years of age** and have opportunities to evidence appropriate leadership and management responsibilities in a Health and Social Care service in Northern Ireland.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: SEG Awards Level 5 Diploma in Leadership and Management in Health and Social Care Services (Northern Ireland)

All Mandatory Units **must** be achieved (**75 Credits**), with the remaining (**15 Credits**) selected from Optional Units that align with each learner's service setting, role and responsibilities.

A **maximum** of **one** unit may be selected from Group A Optional Units, however there is no requirement to select any Credits from Group A Optional Units.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group Minimum Credit Target - 75				
Understand Leadership and Management in Health and Social Care	K/652/1106	5	5	38
Leading and Managing Continuous Professional Development in a Health and Social Care Service	L/652/1107	5	7	60
Leading Operational Management in Health and Social Care	M/652/1108	5	4	31
Managing Effective Communication Systems and Practices in Health and Social Care	R/652/1109	5	6	50



Championing Equality, Diversity and Inclusion in Health and Social Care	A/652/1110	5	4	30
Leading and Managing a Team in Health and Social Care	D/652/1111	5	6	40
Leading and Managing Health and Safety and Risk Management in Health and Social Care	F/652/1112	5	4	30
Leading and Managing Practice that Promotes Safeguarding in Health and Social Care	H/652/1113	5	5	35
Understand Mental Capacity, Deprivation of Liberty and Restrictive Practice Safeguards in Health and Social Care	J/652/1114	5	3	25
Leading and Managing Assessment of Individuals in Health and Social Care	K/652/1115	5	4	30
Leading and Managing Person-Centred and Outcomes-Based Practice with Individuals and Others in Health and Social Care	L/652/1116	5	9	65
Leading and Managing Quality Processes in Health and Social Care	M/652/1117	5	9	65
Leading and Managing Supervision Practice in Health and Social Care	R/652/1118	5	5	39
Leading and Managing the Appraisal of Staff Performance	T/652/1119	5	4	28



Unit Title	Unit Number	Level	Credit Value	GL
Optional Units Group A				
Understand Independent Advocacy in Health and Social Care Services	D/652/1120	5	2	12
Understand Coaching and Mentoring in Health and Social Care	F/652/1121	5	2	12
Understand Models of Disability	J/652/1123	5	2	12

Unit Title	Unit Number	Level	Credit Value	GL
Optional Units Group B				
Contribute to Recruitment and Selection Processes in Health and Social Care	K/652/1124	5	4	31
Leading and Managing Induction Processes in Health and Social Care	M/652/1126	5	4	31
Managing Finances in Health and Social Care	R/652/1127	5	4	28
Leading and Managing Infection Prevention and Control within Health and Social Care	T/652/1128	5	5	35
Emergency Planning in Health and Social Care Settings	Y/652/1129	5	5	35
Leading a Change Management Process in Health and Social Care	F/652/1130	5	6	42
Leading the Management of Transitions	H/652/1131	5	3	21
Leading and Managing Behavioural Support Strategies for Individuals in Health and Social Care	J/652/1132	5	6	50



Undertaking a Research Project within Health and Social Care Services	L/652/1134	5	7	45
Leading and Managing the Promotion of Active Support in Health and Social Care	T/652/1137	5	4	24
Supporting the Use of Assistive Technology in Health and Social Care	M/652/1144	5	4	28
Leading and Managing Practice in Supporting Individuals to Take Positive Risks	T/652/1146	5	4	28
Managing Disciplinary Processes in Health and Social Care	D/652/1149	5	5	39
Leading and Managing a Service that provides Support for Individuals with Complex Disabilities	L/652/1152	5	4	24



Aim

The SEG Awards Level 5 Diploma in Leadership and Management in Health and Social Care Services (Northern Ireland) will provide learners with leadership and management training aligned with sectoral standards for quality service provision. It is fully endorsed by the Northern Ireland Social Care Council (NISCC).

Target Group

This qualification is suitable for a Social Care Manager, Deputy, or an Enhanced Social Care Practitioner who has the opportunity to develop knowledge and skills in the leadership and management of a social care services.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

This qualification is appropriate for use in the following age range:

> 19+

Assessment Structure

This qualification is assessed through internal assessment, internal and external moderation. Each unit is accompanied by specific assessment criteria that define the requirements for achievement. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Assessment Structure – Additional Guidance

"Skills-based assessment **must** include direct observation as the principal and most reliable assessment source of evidence, carried out by the assessor in person with the learner in their workplace. Observation **must** be carried out over an appropriate period of time and **not** be end-loaded. Evidence should be naturally occurring and minimise the impact on individuals who use care or support, their families and carers. Where a centre has valid and genuine reasons

for being unable to meet the direct observation requirements, short-term flexible approaches may be permitted.”

Assessment Guidance: Portfolio

The portfolio for this qualification is designed to provide a comprehensive view of a learner's skills and knowledge. It is an holistic collection of evidence that may include a single piece of evidence that satisfies multiple assessment criteria. There is no requirement for learners to maintain separate evidence for each assessment criterion.

When learners are creating their portfolio, they should refer to the assessment criteria to understand the evidence required.

It is essential that the evidence in the portfolio reflects the application of skills in real-world situations. Learners should ensure that they provide multiple examples or references whenever the assessment criteria require it.

When evidencing underpinning knowledge, learners can draw from their own organisation or another organisation they are familiar with to provide context.

Centres **must** take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

This qualification **must** be assessed in line with Skills for Care and Development Assessment Principles November 2025, V1.1 (**see below**).

Note: Simulation is **not** appropriate for **any** competence-based assessment within this qualification.

Access the full Shared Assessment Principles [here](#) and **below** from **page 17** onwards.



Tutor / Assessor Requirements

Tutors

Tutors responsible for delivering this qualification are expected to possess a high degree of occupational competency. They should meet the following criteria:

Occupational Competency: Tutors should demonstrate a clear understanding of the subject matter, including up to-date knowledge of the Health and Social Care sector. This competence should enable them to effectively impart knowledge and practical skills to learners.

Qualifications: Tutors should hold a relevant qualification at least at Level 5. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.

Relevant Industry Experience: In addition to academic qualifications, tutors **must** have a minimum of **three** years of relevant occupational competence in the Health and Social Care sector.

These requirements collectively ensure that learners receive training from highly qualified and experienced instructors, thereby enhancing the quality and effectiveness of their educational experience in the Health and Social Care sector.

Assessors

The assessment of this qualification takes place within the centre and is subjected to Awarding Organisation's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

Assessors play a pivotal role in ensuring the validity and fairness of assessments. They are required to meet the following criteria:

Occupational Competency: Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills.

Relevant Industry Experience: A **minimum** of **three years** of relevant occupational competence in the Health and Social Care sector is a prerequisite.

Assessment Expertise: Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.

Assessors' Qualifications: Assessors should hold a relevant qualification at least at Level 5 and hold or be currently undertaking a recognised level 3 assessor's qualification or equivalent.

Comprehensive Assessment Oversight: Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They **must** thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

These rigorous requirements uphold the quality and integrity of the qualification's assessment process, ensuring that learners receive a fair and reliable evaluation of their Health and Social Care competencies.

Internal Quality Assurance

The Internal Quality Assurance verifier (IQA) plays a crucial role in the centre's internal quality assurance processes. The centre **must** designate a skilled and trained IQA who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualifications.

The Internal Quality Assurer for this qualification **must** meet the following criteria:

Relevant Industry Experience: A **minimum** of **three years** of relevant occupational competence in the Health and Social Care sector is a prerequisite.

Internal Quality Assurer Expertise: IQAs should have direct or related experience in the field of verification. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.

Internal Quality Assurer Qualifications: IQAs should hold or be currently undertaking a recognised **level 4 Internal Quality Assurance qualification** or equivalent.

Thorough Evaluation of Assessment Tasks and Activities: IQAs are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.



Definitions

Occupationally competent

This means that each assessor **must** be capable of carrying out the full requirements of the specific qualification units they are assessing. Occupational competence may be at unit level for specialist areas: this could mean that different assessors may be needed across a whole qualification, while the final assessment decision for a qualification remains with the lead assessor. Being occupationally competent also means being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable

This means that each assessor and internal quality assurer should possess knowledge and understanding relevant to the specific qualifications and / or units they are assessing or internally quality assuring. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development. It is crucial that internal quality assurers understand the nature and context of the assessors' work and that of their learners.

Qualified to make assessment decisions

This means that each assessor **must** hold a qualification suitable to support the making of appropriate and consistent assessment decisions. AO/B will determine what will qualify those making assessment decisions according to the unit of skills under assessment. A list of general assessor qualifications is included in **Appendix B**. Please also refer to additional guidance for qualifications in the relevant nation, where available.

Qualified to make quality assurance decisions

AO/B will determine what qualifies those undertaking internal and external quality assurances to make decisions about that quality assurance. A list of general internal qualification assurance qualifications is included in Appendix B. Please also refer to additional guidance for qualifications in the relevant nation, where available.

Witness testimony

Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner.



Skills for Care and Development Assessment Principles

1 Introduction

1.1. Skills for Care and Development (SfCD) is an alliance of key organisations from England, Northern Ireland, Ireland, Scotland and Wales with varied roles across social work, social care, children and young people, early years and childcare, with remits across workforce development and regulation.

1.2. This document sets out the minimum expected principles and approaches to assessment and internal quality assurance and should be read alongside qualification regulatory arrangements and any specific requirements set out for qualifications. Additional information and guidance regarding assessment can be obtained from Awarding Organisations/Body (AO/B) and from SfCD partner organisations using the links in Appendix A.

1.3. The information in this document is intended to support the quality assurance processes of AO/Bs and approved centres that offer qualifications in the sectors.

1.4. Where Skills for Care and Development qualifications are jointly supported with Skills for Health, Skills for Health assessment principles should also be considered.

1.5. Throughout this document the following terms are used:

- > "Unit" is used for simplicity, but this can mean module or any other similar term
- > "Centre" is also used for simplicity; this means the training / learning provider who is approved to deliver qualifications by the AO/B
- > Individual and others: "individual" refers to the person or people receiving care or support. "Others" may include families, carers, other people in the setting, team members and other professionals

1.6. In all work, we would expect assessors to observe and review learners upholding core values and standards, inclusive practices, professional behaviour, and attitudes required for quality practice and being assessed within the qualification.

1.7. All learners should follow appropriate standards for conduct. All parties involved in any form of assessment **must** know and embrace the values and standards of practice set out in these documents.

1.8. The voices of individuals who use services **must** be at the centre of all assessor and learners' practice. This should be apparent throughout the evidence



provided for a learner's practice. Learners should also be provided an opportunity to provide feedback throughout the assessment and internal quality assurance process.

2 Assessment principles

2.1. Good practice dictates the following:

- > Robust initial assessments are needed to identify and plan for each learner's needs, ensuring their role and responsibilities meet all qualification requirements, including the mandatory and optional units
- > Centres should have in place processes to identify and recognise opportunities for use of Accredited Prior Learning (APL) and/or Recognition of Prior Learning (RPL), and these should meet the requirements of the AO/B
- > Centres should also have in place processes to support reasonable adjustments, and again, these should meet the requirements of the AO/B

2.2. The centre **must** monitor that learners are registered with the AO/B before formal assessment continues. Assessors **must** be able to fully evidence and justify the assessment decisions they have made in line with the principles of validity, authenticity, reliability, currency and sufficiency. Assessment records should be accurate, legible and complete, and meet requirements set out by the AO/B and associated assessment strategy where this is in place.

2.3. Skills-based assessment **must** include direct observation as the principal and most reliable assessment source of evidence, carried out by the assessor in person with the learner in their workplace. Observation **must** be carried out over an appropriate period of time and not be end-loaded. Evidence should be naturally occurring and minimise the impact on individuals who use care or support, their families and carers. Where a centre has valid and genuine reasons for being unable to meet the direct observation requirements, short-term flexible approaches may be permitted. These approaches **must** be standardised, and the centre **must** discuss and agree this with the AO/B. See 2.8 and 5.5.

2.4. Assessment decisions for skills-based learning outcomes **must** be made during the learner's normal work activity by an occupationally qualified, competent and knowledgeable assessor.

2.5. Assessors **must** demonstrate occupational competence and sector knowledge at or above the level they assess, maintaining this through ongoing continual professional development.

- > In examples where assessors are returning to practice, a professional development plan should be in place to ensure current sector competency



against the level, the subject matter being assessed, and overall assessment practices

- > If an assessor is occupationally competent but not yet qualified, a qualified assessor **must** make the final assessment decisions. These **must** be validated through countersigning and supported by robust internal quality assurance, sampling plans and activities until qualification requirements are met
- > It is the responsibility of the AO/B to confirm that assessors in centres are suitably qualified and competent to make assessment decisions

2.6. Simulation **must** only be used to assess skills-based learning outcomes when specified in the unit assessment requirements or agreed with the AO/B or agreed with the External Quality Assurer acting on behalf of the AO/B.

2.7. Witness testimony from others, including those who use services, their families and professionals, can be an important contribution to evidence in the assessment process and can enrich and triangulate other evidence obtained. A witness testimony does not replace direct observation and should not be used as the only evidence of skills. A witness testimony and an expert witness testimony are **two** different types of evidence. Informed consent **must** be gained for those providing witness testimonies.

2.8. Expert witnesses play an important role in assessments. They **must**:

- > Have a working knowledge of the relevant units
- > Be occupationally competent in the relevant units, and
- > Have either a qualification in workplace assessment or a role evaluating staff performance within their area of expertise

2.9. Appropriate processes to identify and recruit, confirm, support, and standardise suitable expert witnesses should be applied by the centre and assured by the AO/B.

2.10. The expert witness is a reliable source of evidence:

- > Where the assessor is not occupationally competent in a specialist area e.g. a healthcare task, an expert witness testimony can be used for direct observation of the unit (not the whole qualification) where they have occupational expertise in the specialist area
- > When used as a method to enrich, supplement, and add triangulation to other assessment methods and outcomes
- > In supporting flexibility where there are valid and genuine factors in not being able to obtain direct observation in the workplace e.g. individual considerations, environment and practice sensitivities. Occasions where this is needed **must** be discussed and agreed with the AO/B. This should not be the sole primary method used in place of all observations

- > Where allowed as per the assessment strategy

2.11. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and AO/B requirements for assessment of units within the qualification and the sector. The assessor remains responsible for supporting the expert witness through the process and making the final assessment decision.

3 Assessment of knowledge-based learning outcomes

3.1. The assessment of knowledge-based learning outcomes:

- > May take place in or outside of a real work environment
- > **Must** be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
- > **Must** be robust, reliable, valid and current
- > Can be supported by eLearning programmes to support overall summative assessment, by helping learners acquire and review knowledge, but they cannot replace practical assessment in a real work environment
- > May include pre-set automated tests (such as multiple-choice questions) which contribute evidence towards summative decisions. However, they **must** be complemented by direct assessment methods that demonstrate the learner's ability to apply knowledge in real work situations
- > **Must** take into account APL/RPL to avoid duplication of learning

4 Recording and documentation

4.1. All assessment and quality assurance evidence, regardless of format, must comply with confidentiality and data protection laws. Information must be traceable, auditable, authenticated, and meet assessment principles. In addition, no recordings should compromise anyone's privacy or dignity. As such, clear and robust referencing is necessary to establish a relationship between the evidence and the assessment standard, which validates competence. Referencing should clearly indicate the specific location within the evidence where the relevant skills and knowledge are claimed, either in paper-based or e-portfolios.

5 Use of technology in the assessment process

5.1. Centres should have in place robust policies and procedures regarding Artificial Intelligence (AI) and technology, and these **must** meet requirements as set out by the AO/B.

5.2. Technology, platforms, and e-portfolios can support assessment by enabling planning, reviews, learner reflection, professional discussions, and capturing evidence from expert witnesses. When using technology in these contexts, ensure:

- > Recording, storage, and access comply with confidentiality and data protection legislation
- > Individuals receiving care or support and others are not unintentionally recorded
- > Informed consent **must** be freely given by everyone involved in the assessment and this **must** be documented

5.3. Using technology to observe and verify learner competency (remote observation) is not allowed if it risks anyone's privacy, dignity, or confidentiality.

5.4. Where permitted by sector or qualification guidelines, technology may be used to remotely observe learners' task-based competencies, such as online meetings or remote support to colleagues. Such evidence **must** be clearly marked and distinguished from other types. It should not be used when there is a requirement for direct interaction with individuals using care or support services or others.

5.5. The remote observation approach in 5.4 is supplementary and does not replace direct observation as the primary assessment method. It should be used to support and enhance planned direct assessments throughout the qualification.

5.6. Centre practices in the use of technology are to be monitored and assured by the AO/B, and this should include centre consideration of the following:

- > Use aligns to adherence to any additional guidance set by the AO/B, the qualification, which is being assessed, any specific sector considerations and associated assessment strategies in place
- > The centre understands the ethical considerations in the use of technology in the sectors and has policies and procedures in place to support use
- > Robust approaches to risk assessment are used to ensure risks to individuals and others are eradicated
- > Centre practices and approaches are guided and supported by thorough standardisation
- > Technology and programmes used are standardised, accessible, safe and reliable
- > If the centre allows assessor and internal quality assurer use of personal devices (e.g., phones, tablets, or personal laptops), then procedures should be in place to ensure data and confidentiality aspects. This includes consideration of where and how devices are accessed to view learner evidence
- > Assessment planning and discussion should capture the relevant and safe opportunities to use technology, along with the approach used to explore and mitigate any risks
- > Evidence recording methods and assessment outcome processes do not increase the risk of any data or confidentiality breaches

- 
- > Assessment outcomes and decisions and outcomes generated by use of technology in the process are reliable, sufficient and traceable
 - > All protocols are upheld in the 'observation' context e.g. permissions sought and confirming the purpose of the assessment activity
 - > Assessment activities where technology is used, **must** be incorporated in internal and external quality assurance sampling planning and activities
 - > Learners are not disadvantaged by the use of technology, and they are aware of its use
 - > Learning requirements, support, skill development or other developmental needs of the learner are fully supported throughout the qualification process
 - > Technology is used well to genuinely enhance the assessment process, experience, outcomes and digital skills of the learner
 - > Practices and lessons learned should be shared by all to support review and continuous improvement

6 Internal quality assurance

6.1. Internal quality assurance is key to ensuring the assessment of evidence is of a consistent and appropriate quality. This process should be supported by robust sampling plans and activity that takes place at beginning, middle and end of the qualification journey and accounts for any potential risks in the assessment process. Those carrying out internal quality assurance **must** be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. It is the responsibility of the AO/B to confirm that those involved in internal quality assurance are suitably qualified for this role.

6.2. If the internal quality assurer is knowledgeable but not yet qualified, a qualified internal quality assurer **must** make final decisions. A clear countersigning strategy should support and confirm decisions by unqualified staff until they are fully qualified.

6.3. Those involved in internal quality assurance **must** have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment 10 process (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners).

6.4. Those carrying out external quality assurance **must** be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved. It is the responsibility of the AO/B to confirm that those involved in external quality assurance are suitably qualified for this role.



6.5. Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

Appendix A: Skills for Care and Development partnership website links

[Skills for Care and Development
Northern Ireland Social Care Council](#)
[Social Care Wales](#)
[Skills for Care](#)
[Scottish Social Services Council](#)

Appendix B: Recognised assessor and internal quality assurance qualifications

This list aims to provide an overview of generally recognised qualifications. Please gain additional guidance from the individual nation and AO/B where needed. Please also check and apply CPD/CPL requirements for qualifications held.

Assessor:

- > D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- > A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' performance through observation (plus CPD/CPL in line with current L&D9 or L&D9DI)
- > Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only)
- > Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- > Level 3 Certificate in Assessing Vocational Achievement
- > Qualified Teacher Status
- > Level 3 Award in Assessing competence in the work environment
- > Certificate in Education in Post Compulsory Education (PCE)
- > Social Work Post Qualifying Award in Practice Teaching
- > Certificate in Teaching in the Lifelong Learning Sector (CTLTS)

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- > Diploma in Teaching in the Lifelong Learning sector (DTLLS)
 - > Mentorship and Assessment in Health and Social Care Settings
 - > Mentorship in Clinical/Health Care Practice
 - > L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
 - > L&D9D - Assessing workplace competence using Direct methods (Scotland)
 - > Tutor/Assessor Award Level 3 Awards and Certificate in Assessing the Quality of Assessment
 - > Level 4 Awards and Certificates in Assuring the Quality of Assessment
 - > Level 3 Award in Education and Training
 - > Level 4 Certificate in Education and Training
 - > Level 5 Diploma in Education and Training
 - > Level 3 Certificates in Assessing Vocational Achievement
 - > Specific to Wales: Relevant learning programmes which support practice learning/practice education on social work, they **must** be regulated and approved by Social Care Wales
 - > Specific to Scotland: Teaching Qualification for Further Education plus CPD in line with current L&D9D

Internal Quality Assurance:

- > Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- > Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- > D34 Unit: Internally verify the assessment process
- > V1 Verifiers Award

- > V1 Conduct internal quality assurance of the assessment process (plus CPD/CPL in line with the current L&D11 standard)
- > L&D11- Internally Monitor and Maintain the Quality of Workplace Assessment (Scotland J8RT 04)

Resources

Skills and Education Group Awards provides the following additional resources for this qualification:

- > Purpose Statement
- > Learner Unit Achievement Checklist
- > Witness Statement Template
- > Professional Discussion Template
- > Oral Questioning Template
- > Observation Record Template
- > Learner Summative Reflection Template
- > Declaration of Authenticity Template
- > *Indicative Content

* These can be accessed by connecting to our secure website using a username and password: **Skills and Education Group Awards Secure Login**

Practice Assessment Material

Skills and Education Group Awards confirms that there are no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

The SEG Awards Level 5 Diploma in Leadership and Management in Health and Social Care Services (Northern Ireland) will support learners to engage in continuing professional development and will provide learners with career



advancement opportunities in management or leadership roles within Health and Social Care services.

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres **must**, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Language

This specification and associated assessment materials are in English only.

Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. It is imperative that all educators, assessors, Internal Quality Assurers, and other personnel overseeing the qualification familiarise themselves with these units to ensure a comprehensive understanding of the content.



Unit Details

Understand Leadership and Management in Health and Social Care		
Unit Reference	K/652/1106	
Level	5	
Credit Value	5	
Guided Learning (GL)	38	
Unit Summary	This unit will enable the learner to develop their understanding of leadership and management in order to develop their practice.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. Understand leadership theories and management styles	1.1	Distinguish between leadership and management and explain their interdependence
	1.2	Summarise at least two theories of leadership, including their underpinning values
	1.3	Evaluate the application of a range of management approaches and their potential impact on team performance in different situations
2. Understand the skills of leadership and management in health and social care	2.1	Analyse the skills required to be an: > effective leader > effective manager
	2.2	Explain why both sets of skills are necessary in health and social care
	2.3	Describe approaches for: > conflict management > conflict resolution



3. Understand the context of leadership and management in health and social care	3.1 Summarise a range of external drivers that influence the leadership and management of health and social care, and evaluate their impact on service delivery 3.2 Evaluate inspection processes, including ways in which information is collected and used to inform inspection activities 3.3 Explain how the outcomes of inspection can be used to support service improvement
Linked to NOS HSCCLD36 – Promote the effectiveness of teams HSCCLD46 – Lead the effectiveness of teams HSCCLD420 – Lead on regulatory requirements in the workplace	



Leading and Managing Continuous Professional Development in a Health and Social Care Service

Unit Reference	L/652/1107	
Level	5	
Credit Value	7	
Guided Learning (GL)	60	
Unit Summary	This unit will enable the learner to develop the knowledge and skills required to use reflective practice and continuous professional development to support their own and others' development in a health and social care service.	
Learning Outcomes (1 to 7)	Assessment Criteria (1.1 to 7.4)	
The learner will	The learner can	
1. Understand the importance of professional development in health and social care	1.1	Analyse the importance of continually improving knowledge and practice
	1.2	Explain potential barriers to professional development and ways to overcome these barriers
	1.3	Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date
2. Be able to demonstrate commitment to your own professional development	2.1	Evaluate own knowledge and performance, using standards and benchmarks
	2.2	Identify opportunities to support your own professional development, taking account of your own development goals
	2.3	Implement an agreed professional development plan, incorporating opportunities for others to provide feedback on your performance across agreed areas of responsibility



3. Be able to use research and study skills to support your own professional development	3.1 Identify your own learning style using a recognised assessment tool 3.2 Select and use suitable tools and techniques for own study 3.3 Explain the importance of using valid and reliable data sources when researching areas of inquiry in health and social care 3.4 Select and use appropriate sources of reference, adhering to academic protocols
4. Be able to lead learning and professional development practices for team members in your own setting	4.1 Explain available mechanisms and resources to support learning and professional development for team members in your own setting 4.2 Promote a learning culture within your own team 4.3 Support team members to plan for and review their professional development goals 4.4 Facilitate the professional development of team members to support appropriate and effective delegation
5. Know how to manage your own wellbeing	5.1 Explain what is meant by: > holistic wellbeing > stress > resilience 5.2 Describe factors that affect your own wellbeing 5.3 Evaluate how your own wellbeing impacts your role performance 5.4 Explain strategies that maintain or improve your own wellbeing
6. Know how to support team members to maintain and improve their own wellbeing	6.1 Describe indicators that the wellbeing of team members may be deteriorating



	6.2	Explain the potential impact of stress and low morale on team performance
	6.3	Provide information to team members on a range of wellbeing supports available and ways to access them
7. Be able to improve your practice through self-awareness and reflective practice	7.1	Explain the importance of reflective practice to improve performance
	7.2	Analyse the use of reflective practice in your own setting
	7.3	Analyse how your own: > values and beliefs > experiences impact your own work practices
	7.4	Use examples from your work environment in order to reflect on how your own practice: > has improved > may need to improve
Linked to NOS HSCCLD23 – Develop reflective practice HSCCLD43 – Lead and develop reflective practice HSCCLD420 – Lead on regulatory requirements in the workplace		



Leading Operational Management in Health and Social Care

Unit Reference	M/652/1108
Level	5
Credit Value	4
Guided Learning (GL)	31
Unit Summary	This unit will enable the learner to develop the knowledge and skills required to lead operational management in the learner's own setting, through planning, implementation and evaluation.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)
The learner will	The learner can
1. Understand operational management in health and social care	1.1 Explain the difference between strategic management and operational management 1.2 Summarise key operational objectives within your own service 1.3 Evaluate a manager's responsibilities in managing operational objectives in your service
2. Be able to develop an operational plan within your own area of responsibility	2.1 Identify key operational objective(s) as the basis for a specific operational plan 2.2 Summarise the link between the operational plan's objective(s) and the overall service vision and governance framework within which it operates 2.3 Identify potential risks associated with the operational plan and associated mitigation strategies 2.4 Develop contingency arrangements as part of operational planning



3. Be able to implement and manage an operational plan	3.1	Manage the implementation of an operational plan within your own area of responsibility, including: > appropriate use of delegation > effective use of resources > appropriate engagement with team members, and others as appropriate
4. Be able to monitor and evaluate an operational plan in your own area of responsibility	3.2	Manage risks and challenges that arise during the implementation of an operational plan
	4.1	Monitor the implementation of an operational plan within your own area of responsibility
	4.2	Evaluate, in conjunction with others, an operational plan against its identified objective(s)
	4.3	Agree, with others, actions for the future as a result of the evaluation of an operational plan
Linked to NOS HSCCLD46 - Lead the effectiveness of teams HSCCLD416 - Collaborate with others to support individuals HSCCLD418 - Lead service delivery planning HSCCLD420 - Lead on regulatory requirements in the workplace HSCCLD422 - Lead the use of digital technology		



Managing Effective Communication Systems and Practices in Health and Social Care

Unit Reference	R/652/1109	
Level	5	
Credit Value	6	
Guided Learning (GL)	50	
Unit Summary	This unit will enable the learner to develop knowledge and skills to use and manage effective communication and information management systems in health and social care.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.3)	
The learner will	The learner can	
1. Understand the importance of effective communication in managing a health and social care service	1.1	Examine a range of communication methods used in managing a health and social care service
	1.2	Critically analyse a range of core communication skills used in managing a health and social care service
	1.3	Analyse barriers and challenges to effective communication when managing a health and social care service
2. Understand the importance of effective use 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, in a health and social care service
	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 in a health and social care service



	2.4	Describe consequences of poor practice in information management, for the organisation and others including potential fitness to practice processes
3. Be able to use effective communication in managing a health and social care service	3.1	Recognise and address barriers to effective communication within a health and social care service
	3.2	Support team members to use effective communication in order to achieve positive outcomes for individuals
	3.3	Demonstrate the effective use of a range of inter-personal communication skills with individuals, team members and others
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 judgments and decisions
	4.3	Lead the sharing of information with team members and others in a timely manner in line with agreed ways of working
	4.4	Lead practice to address challenges that arise between maintaining confidentiality and sharing information
5. Be able to manage the use of digital communication systems in a health and social care service	5.1	Demonstrate the appropriate and safe use of digital communication systems in managing a health and social care service, in line with agreed ways of working
	5.2	Support team members to develop their competence in the use of digital communication systems
	5.3	Monitor the use of digital communication systems in line with agreed ways of working



6. Be able to improve communication practices that support safe and effective service provision	6.1 6.2 6.3	Evaluate the effectiveness of existing communication systems or practices Propose improvements to communication practices in order to enhance effectiveness Support the implementation of a revised communication practice
Linked to NOS HSCCLD41 - Lead effective communication HSCCLD412 - Lead the provision of information on services and facilities HSCCLD420 - Lead on regulatory requirements in the workplace		



Championing Equality, Diversity and Inclusion in Health and Social Care

Unit Reference	A/652/1110	
Level	5	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will enable the learner to develop their knowledge and skills to effectively champion equality, diversity and inclusion in a health and social care service.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)	
The learner will	The learner can	
1. Understand equality, diversity and inclusion in health and social care	1.1	Summarise key aspects of current legislation underpinning equality, diversity and inclusion
	1.2	Explain the impact of: > historical influences > current social influences > current legislation on promoting a culture that embeds equality, diversity and inclusion in service provision
	1.3	Evaluate, using examples, challenges or conflicts that may arise when promoting equity in practice
2. Understand cultural competence in health and social care	2.1	Explain what is meant by cultural competence
	2.2	Analyse the importance of cultural competence when leading and managing a health and social care service
	2.3	Explain the potential impacts that: > unconscious bias



		> discriminatory behaviours may have on individuals and others
3. Be able to lead a culture that promotes equality, diversity and inclusion in health and social care	3.1	Use reflective practice to evaluate your own and others' practice, in relation to equality, diversity and inclusion
	3.2	Promote equality, diversity and inclusion in practice in your own setting
	3.3	Work with others to challenge discrimination and / or exclusion in ways that are likely to achieve change and promote positive outcomes
	3.4	Evaluate the effectiveness of systems and processes to promote equality, diversity and inclusion in your own setting and propose improvements to address gaps or shortfalls
Linked to NOS HSCCLD38 - Promote equality, diversity, inclusion and rights of individuals HSCCLD48 - Lead practice that ensures equality, diversity, inclusion and rights of individuals HSCCLD420 - Lead on regulatory requirements in the workplace		



Leading and Managing a Team in Health and Social Care

Unit Reference	D/652/1111
Level	5
Credit Value	6
Guided Learning (GL)	40
Unit Summary	This unit will enable the learner to develop the knowledge and skills required to effectively lead and manage a team that provides safe and effective care / support for individuals in the context of their own health and social care service.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.4)
The learner will	The learner can
1. Be able to provide leadership for a team in health and social care	1.1 Communicate the vision and strategic direction of your service to your own team members 1.2 Use systems and processes to build and maintain the team's commitment to your service and its values 1.3 Encourage creative and innovative ways of working within your team 1.4 Promote a positive values-based culture within the team through your own behaviours
2. Be able to support effective teamwork	2.1 Explain approaches used in your service to support effective teamwork 2.2 Engage team members in agreeing team objectives 2.3 Agree roles and responsibilities, taking account of team members' competence and support needs



	2.4	Support team members to work towards agreed team objectives
3. Be able to manage team performance	3.1	Monitor and evaluate progress towards agreed objectives
	3.2	Provide feedback on performance to the team as a whole and to individual team members
	3.3	Provide recognition when individual and team objectives have been achieved
	3.4	Explain how team members are managed when: > their performance does not meet requirements > there are concerns about their wellbeing and / or resilience
4. Be able to manage appropriate human resource provision in a health and social care service	4.1	Describe factors that influence staffing requirements and patterns in your own service
	4.2	Manage staffing schedules and patterns and adjust them to meet changing needs and circumstances in your own service
	4.3	Evaluate the effectiveness of the working schedules and patterns and recommend improvements as a result of evaluation
	4.4	Review the effectiveness of approaches to human resource management in maintaining a safe and effective service
Linked to NOS HSCCLD36 – Promote the effectiveness of teams HSCCLD46 – Lead the effectiveness of teams HSCCLD420 – Lead on regulatory requirements in the workplace		



Leading and Managing Health and Safety and Risk Management in Health and Social Care

Unit Reference	F/652/1112	
Level	5	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will enable the learner to develop knowledge and skills to lead and manage health and safety and risk management in a health and social care service.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)	
The learner will	The learner can	
1. Understand the current legislative framework and organisational health and safety and risk management policies and procedures	1.1	Summarise key aspects of the legislative framework for health and safety and risk management in health and social care
	1.2	Analyse how existing policies and procedures in your own work setting meet health and safety and risk management requirements
2. Be able to lead compliance with health and safety requirements	2.1	Demonstrate your own compliance with health and safety policies and procedures, in accordance with your role and responsibilities
	2.2	Support team members to comply with organisational health and safety policies and procedures relevant to their role and responsibilities
	2.3	Explain actions to take when health and safety policies and procedures are not being complied with
	2.4	Complete records and reports on health and safety, in accordance with agreed ways of working



	2.5	Evaluate the implementation of health and safety procedures in your own setting and identify actions to improve practice
3. Be able to lead the implementation of policies and procedures to manage risks in health and social care	3.1	Describe your own responsibilities to assess and manage risk
	3.2	Explain methods and tools available to inform and undertake risk management activities in your own setting
	3.3	Work with team members and others to: > identify and assess risks > manage risks to mitigate their likelihood and impact on individuals and service provision
	3.4	Evaluate the use of risk management processes in your own setting and identify actions to improve practice
Linked to NOS HSCCLD42 - Lead a healthy and safe workplace HSCCLD44 - Lead the safeguarding of individuals and others HSCCLD415 - Lead the development of risk management plans HSCCLD420 - Lead on regulatory requirements in the workplace		



Leading and Managing Practice that Promotes Safeguarding in Health and Social Care

Unit Reference	H/652/1113
Level	5
Credit Value	5
Guided Learning (GL)	35
Unit Summary	This unit will enable the learner to develop the knowledge and skills required to lead and manage practice that promotes safeguarding in a health and social care service setting.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.7)
The learner will	The learner can
1. Understand legislation and policies that underpin safeguarding procedures in health and social care	1.1 Summarise the current legislative and policy frameworks that underpin the safeguarding of: > adults > children 1.2 Analyse how investigations into serious failures to uphold individuals' rights to live free from abuse and neglect have impacted on policy and procedures for safeguarding 1.3 Describe the role of key agencies and associated roles of those involved in safeguarding procedures in relation to: > adults > children 1.4 Describe the operational management responsibilities for safeguarding, in your own service setting, in relation to: > individuals > team members and others



2. Be able to lead the implementation of policies, procedures and practices to support safeguarding in health and social care	2.1 Support team members to develop the knowledge and skills they need to safeguard individuals at risk 2.2 Ensure team members know actions to take when there are concerns that an individual has been, or is in danger of being harmed or abused, including whistleblowing 2.3 Analyse tensions / challenges in maintaining the safety of team members and others, with duty of care to individuals who are recognised as being a potential risk to adults or children 2.4 Monitor compliance with requirements for safeguarding and take action where these are not being adhered to 2.5 Use management processes with team members to review compliance with safeguarding requirements and as support when engaged in safeguarding incidents or processes
3. Be able to lead and manage practice that safeguards individuals from harm and abuse	3.1 Promote a culture where the individual's needs and choices are balanced with expectations of safeguarding protocols 3.2 Promote practices that encourage and empower individuals at risk, and those who are important to them, to share concerns 3.3 Follow procedures to report suspected or disclosed incidents of harm or abuse in accordance agreed ways of working 3.4 Ensure that records and reports meet legislative and organisational requirements 3.5 Work collaboratively with others to achieve the best outcomes for an individual at risk



	3.6	Monitor the effectiveness of systems to safeguard individuals and take action to improve practice in your own service setting
	3.7	Reflect on how to adapt your own approach to safeguarding, in order to improve your own practice
Linked to NOS HSCCLD44 - Lead the safeguarding of individuals and others HSCCLD416 - Collaborate with others to support individuals HSCCLD420 - Lead on regulatory requirements in the workplace		



Understand Mental Capacity, Deprivation of Liberty and Restrictive Practice Safeguards in Health and Social Care

Unit Reference	J/652/1114
Level	5
Credit Value	3
Guided Learning (GL)	25
Unit Summary	This unit will enable the learner to understand legislation and practice requirements in relation to mental capacity and deprivation of liberty. It will also enable the learner to understand their role in upholding the rights of individuals and the appropriate use of restrictive practices in health and social care.
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.4)
The learner will	The learner can
1. Understand mental capacity and consent in health and social care	1.1 Summarise current legislation relating to an individual's capacity 1.2 Explain how codes of practice specific to mental capacity: > protect individuals who may lack capacity > provide safeguards around decisions in relation to deprivation of liberty for individuals who lack the capacity to make those decisions for themselves 1.3 Outline the support available when an individual's mental capacity needs to be assessed 1.4 Describe ways of working in your service area, which support individuals' ability to provide valid consent



2. Understand the use of restrictive practice in health and social care	2.1 2.2 2.3 2.4	Explain what is meant by the term restrictive practice Summarise key aspects of the legal and policy frameworks and their implications for the use of restrictive practice Analyse situations where restrictive practices might be appropriate and proportionate responses, in accordance with agreed ways of working Describe operational management responsibilities in relation to restrictive practices in your service area
Linked to NOS HSCCLD38 - Promote equality, diversity, inclusion and rights of individuals HSCCLD44 - Lead the safeguarding of individuals and others HSCCLD48 - Lead practice that ensures equality, diversity, inclusion and rights of individuals HSCCLD416 - Collaborate with others to support individuals HSCCLD420 - Lead on regulatory requirements in the workplace		



Leading and Managing Assessment of Individuals in Health and Social Care		
Unit Reference	K/652/1115	
Level	5	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will enable the learner to develop the knowledge and skills required to lead and manage assessment of individuals in the context of their own health and social care service.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	The learner can	
1. Understand assessment processes in health and social care	1.1	Explain processes used for initial assessment in your service, including: > criteria > timescales > roles and responsibilities
	1.2	Describe the range and purpose of different types of assessment used within your service
	1.3	Explain how collaborative working can positively support the assessment process
2. Be able to lead and manage assessment processes in health and social care	2.1	Ensure that team members are appropriately trained and competent to carry out assessment, as appropriate, and within the boundaries of their roles
	2.2	Manage assessment processes to ensure: > timeliness and compliance with operational requirements > active participation of the individual, and others as appropriate, so that the needs and preferences of the individual are



		accurately reflected in the assessment
	2.3	Monitor assessment processes and outcomes against agreed quality indicators
3. Be able to manage the outcomes of assessment	3.1	Demonstrate the use of recording and information management processes to support assessment
	3.2	Use evidence benchmarked against identified criteria, to support an assessment decision
	3.3	Communicate assessment decisions in a timely manner
	3.4	Describe challenges or conflicts that may arise during the assessment process; and approaches to resolve these
	3.5	Implement interventions and / or referrals which will contribute to positive outcomes for the individual
4. Be able to review the effectiveness of assessment processes in health and social care	4.1	Use reflective practice to evaluate the assessment processes used in your service
	4.2	Outline actions to address and improve assessment processes
Linked to NOS HSCCLD414 - Lead the assessment process with individuals Lead the assessment process with individuals HSCCLD416 - Collaborate with others to support individuals HSCCLD418 - Lead service delivery planning HSCCLD420 - Lead on regulatory requirements in the workplace		



Leading and Managing Person-Centred and Outcomes-Based Practice with Individuals and Others in Health and Social Care

Unit Reference	L/652/1116	
Level	5	
Credit Value	9	
Guided Learning (GL)	65	
Unit Summary	This unit will enable the learner to develop the knowledge and skills required to lead and manage person-centred and outcomes-based practice with individuals and others in the context of their own health and social care service.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.2)	
The learner will	The learner can	
1. Understand person-centred and outcomes based practice in health and social care	1.1	Summarise the nature of: > person-centred practice > active participation
	1.2	Explain the nature of outcomes-based practice and how it can: > be supported by a strengths-based approach > positively impact individuals
2. Understand the importance of collaborative working and co-production to support person-centred and outcomes-based practice	2.1	Explain the importance of: > co-production > collaboration with individuals and others in enabling individuals to achieve their desired outcomes
	2.2	Analyse potential barriers or conflicts that may arise when working collaboratively with other professionals and agencies



	2.3	Evaluate the use of a range of communication methods to support collaborative working with other professionals and agencies
3. Be able to support effective relationships with individuals, and carers / families as appropriate	3.1	Model open, respectful and supportive relationships with individuals, and carers / families as appropriate
	3.2	Support the integration of co-production processes within your own setting
	3.3	Implement measures to ensure that individuals, and carers / families as appropriate, are aware of their rights in relation to service provision
	3.4	Use appropriate approaches to address conflicts / dilemmas that may arise between individuals and: > team members or > others
4. Be able to work collaboratively with professionals and other agencies to support person-centred and outcomes-based practice	4.1	Explain own role and responsibilities in working with professionals and other agencies
	4.2	Implement agreed procedures to build effective working relationships with professionals and other agencies
	4.3	Agree common objectives when working with professionals and other agencies within the boundaries of your own role and responsibilities
	4.4	Address conflicts / challenges that may arise with professionals or other agencies, ensuring the best interests of individuals remain central
5. Be able to lead practice that promotes person-centred practice and positive outcomes for individuals	5.1	Facilitate the development of group activity plans and / or individual care / support plans, ensuring they reflect:



		> the active participation of individuals, and others as appropriate > individuals' preferences, wishes, strengths and needs
	5.2	Promote a culture among team members of adopting a holistic approach to well-being, in day to day practice with groups and / or individuals, as appropriate
	5.3	Support individuals and others to adopt a balanced approach to risk taking, that reflects: > the potential benefits to individuals of positive risk taking > individuals' rights > the views and concerns of others
	5.4	Manage resources to support person-centred practice and positive outcomes for groups and / or individuals, as appropriate
	5.5	Monitor and review progress towards the achievement of identified outcomes
6. Be able to review person-centred practice and positive outcomes for individuals	6.1	Use reflective practice to evaluate the extent to which systems and processes promote person-centred practice and positive outcomes for individuals in your service
	6.2	Outline improvements to enhance person-centred and outcomes-based practice in your service

Linked to NOS

HSCCLD415 - Lead the development of risk management plans
 HSCCLD414 - Lead the assessment process with individuals
 HSCCLD416 - Collaborate with others to support individuals
 HSCCLD417 - Lead partnership working arrangements
 HSCCLD420 - Lead on regulatory requirements in the workplace



Leading and Managing Quality Processes in Health and Social Care		
Unit Reference	M/652/1117	
Level	5	
Credit Value	9	
Guided Learning (GL)	65	
Unit Summary	This unit will enable the learner to develop the knowledge and skills required to lead and manage the implementation of a range of quality processes in the context of their own health and social care setting.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.5)	
The learner will	The learner can	
1. Understand the context of leading and managing quality processes in health and social care	1.1	Explain the concepts of: > quality assurance > quality improvement
	1.2	Analyse how legislative and regulatory frameworks inform quality management, including the roles and Standards associated with Regulatory Bodies applicable to you and your service
	1.3	Analyse ways in which relevant reports have informed quality management in health and social care
	1.4	Describe three methods that can be used to measure the achievement of quality standards
	1.5	Explain how quality standards relate to performance management of team members
2. Be able to lead and manage the implementation of quality assurance processes	2.1	Provide information to team members and others to develop their knowledge of quality standards



in order to improve service provision	2.2	Support team members to carry out their roles and responsibilities in implementing quality standards
	2.3	Implement systems and processes to monitor and measure the progress of the service against agreed quality indicators
	2.4	Record and report on findings in relation to the quality of service provision, benchmarked against the agreed quality indicators
	2.5	Agree with others plans to improve the quality of service provision in identified areas, in order to meet performance indicators
3. Be able to lead practice that responds to compliments, concerns and complaints, in order to improve service provision	3.1	Promote a culture where compliments, concerns and complaints are recognised as a tool to improve service provision
	3.2	Ensure accessible information and support is in place to enable and encourage individuals and others to raise compliments, concerns and complaints
	3.3	Support team members to understand procedures and their responsibilities to ensure compliments, concerns and complaints are recorded and actioned appropriately
	3.4	Undertake routine reviews of compliments, concerns and complaints to identify trends, areas of good practice and areas for improvement within the service provision
	3.5	Implement procedures to record and respond to concerns or complaints within agreed time frames
	3.6	Work with others to implement learning derived from compliments, concerns or



		complaints, to improve the quality of service provision
4. Be able to lead the delivery of a quality improvement plan in order to improve service provision	4.1	Work with team members and others to identify an area of service provision for quality improvement
	4.2	Produce a quality improvement plan outlining the necessary steps to achieve the identified quality improvement outcomes
	4.3	Implement the quality improvement plan in collaboration with team members and others and in line with agreed ways of working
	4.4	Monitor the implementation of the quality improvement plan
	4.5	Evaluate the impact of the quality improvement plan on the service provision
Linked to NOS HSCCLD418 - Lead service delivery planning HSCCLD419 - Lead quality assurance assessments HSCCLD420 - Lead on regulatory requirements in the workplace SCDCPC302 - Contribute to the effective performance of your organisation SCDCPC402 - Promote compliance with organisational responsibility		



Leading and Managing Supervision Practice in Health and Social Care

Unit Reference	R/652/1118	
Level	5	
Credit Value	5	
Guided Learning (GL)	39	
Unit Summary	This unit will enable the learner to develop the knowledge and skills required to lead and manage supervision practice in the context of their own health and social care service.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.2)	
The learner will	The learner can	
1. Understand the purpose of supervision in health and social care	1.1	Analyse the principles, scope and purpose of supervision
	1.2	Outline two theories and/or models of supervision
	1.3	Explain how the requirements of legislation, Standards, policies and procedures influence supervision
	1.4	Explain how findings from relevant reports can be used within supervision to promote improved practice
	1.5	Explain how supervision can protect the: > individual > supervisor > supervisee
2. Understand how supervision can inform performance management	2.1	Analyse how supervision supports effective performance through review of key performance indicators
	2.2	Explain why the wellbeing of the supervisee should be included within supervision



3. Be able to undertake preparation for supervision with supervisees	3.1 3.2 3.3 3.4	Agree with at least two supervisees confidentiality, boundaries, roles and accountability within the professional supervision process Agree with at least two supervisees the frequency and location of supervision Agree with at least two supervisees sources of evidence that can be used to inform supervision Agree with at least two supervisees actions to be taken in preparation for supervision
4. Be able to provide effective supervision	4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8	Explain factors which may result in a power imbalance during supervision and ways to address these Support at least two supervisees to reflect on their own practice Provide positive feedback about the achievements of the supervisees Provide constructive feedback that can be used to improve performance Support the supervisees to identify their own development needs Review and revise supervision targets to meet the identified objectives of the work setting Support the supervisees to explore different methods of addressing challenging situations Record agreed supervision decisions / outcomes
5. Be able to manage conflict situations during supervision	5.1	Summarise two examples from own practice of managing conflict situations within supervision



	5.2	Reflect on your own practice in managing conflict situations experienced during supervision process
6. Be able to review supervision practice in your own service	6.1	Use examples in order to reflect on how supervision practice is planned and implemented in your setting; and ways in which it could be improved
	6.2	Reflect on how to adapt your own approach to supervision, in order to improve your own practice
Linked to NOS HSCCLD317 - Promote learning and development or employment opportunities for individuals HSCCLD340 - Supervise and support team members HSCCLD36 - Promote the effectiveness of teams HSCCLD43 - Lead and develop reflective practice HSCCLD46 - Lead the effectiveness of teams HSCCLD420 - Lead on regulatory requirements in the workplace		



Leading and Managing the Appraisal of Staff Performance

Unit Reference	T/652/1119	
Level	5	
Credit Value	4	
Guided Learning (GL)	28	
Unit Summary	This unit will enable the learner to develop the knowledge and skills required to effectively lead and manage the appraisal of staff performance in a health and social care setting.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	The learner can	
1. Understand the nature of and policies that underpin the appraisal of staff performance	1.1	Research and evaluate two models of staff appraisal, exploring their potential effectiveness and application in a health and social care setting
	1.2	Distinguish between the purposes of appraisal and disciplinary processes
	1.3	Summarise agreed ways of working for the appraisal of staff performance in your service setting and how they are used to inform each of the following: > achievement of objectives > overall performance > future objectives
	1.4	Explain how to minimise power imbalances within the appraisal process
2. Be able to lead preparation for appraisals	2.1	Confirm with at least two appraisees the objectives against which performance will be appraised
	2.2	Identify with the appraisees the actions they need to take to prepare for their appraisal



	2.3	Gather evidence from a range of sources in relation to the appraisees' achievement of objectives
	2.4	Prepare documentation for appraisals in line with agreed ways of working
3. Be able to lead and facilitate appraisal meetings	3.1	Demonstrate how to prepare the environment for appraisal meetings
	3.2	Support at least two appraisees to engage in an evaluation of their performance over the past year to include: > areas of practice which have met or exceeded standards > areas for development
	3.3	Provide feedback to appraisees on their performance over the past year to include: > areas of practice which have met or exceeded standards > areas for development
	3.4	Identify and agree with appraisees work objectives for the forthcoming year
	3.5	Identify and agree with appraisees professional development plans for the forthcoming year
	3.6	Record the appraisals in line with agreed ways of working
4. Be able to review appraisal processes and practice in your own service	4.1	Use examples in order to reflect on how appraisal practice is planned and implemented in your setting; and ways in which it could be improved
	4.2	Reflect on how to adapt your own approach to appraisal, in order to improve your own practice.



Linked to NOS

HSCCLD317 - Promote learning and development or employment opportunities for individuals

HSCCLD341 - Provide assessment on the performance of others

HSCCLD36 - Promote the effectiveness of teams

HSCCLD43 - Lead and develop reflective practice

HSCCLD46 - Lead the effectiveness of teams

HSCCLD420 - Lead on regulatory requirements in the workplace



Understand Independent Advocacy in Health and Social Care Services

Unit Reference	D/652/1120	
Level	5	
Credit Value	2	
Guided Learning (GL)	12	
Unit Summary	This unit will enable the learner to develop their knowledge and understanding of independent advocacy within health and social care services.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.3)	
The learner will	The learner can	
1. Understand Advocacy in health and social care	1.1	Define what is meant by advocacy
	1.2	Explain key principles underpinning independent advocacy
2. Understand the role of Independent Advocacy in health and social care	2.1	Summarise the regulatory requirements associated with independent advocacy in health and social care
	2.2	Analyse examples where independent advocacy may be appropriate and beneficial for individuals in your own service setting
	2.3	Evaluate managerial responsibilities in your own service setting in relation to the role of independent advocates
Linked to NOS		
HSCCLD327 - Work with individuals to develop and maintain relationships HSCCLD49 - Advocate with and on behalf of individuals		



Understand Coaching and Mentoring in Health and Social Care		
Unit Reference	F/652/1121	
Level	5	
Credit Value	2	
Guided Learning (GL)	12	
Unit Summary	This unit will enable the learner to develop their understanding of coaching and mentoring in health and social care.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.2)	
The learner will	The learner can	
1. Understand coaching and mentoring in health and social care settings	1.1	Distinguish between coaching and mentoring, including their similarities and differences
	1.2	Analyse how coaching and mentoring can contribute to creating a positive learning culture
	1.3	Justify the importance of reflective practice and supervision to support the effectiveness of coaching or mentoring
2. Know how coaching and mentoring may be applied when leading and managing in health and social care	2.1	Describe examples where: > coaching > mentoring may be the best or most suitable intervention to support a team member in your service setting
	2.2	Evaluate the potential management implications of supporting coaching and mentoring within your service setting



Linked to NOS

HSCCLD317 - Promote learning and development or employment opportunities for individuals

HSCCLD36 - Promote the effectiveness of teams

HSCCLD43 - Lead and develop reflective practice



Understand Models of Disability		
Unit Reference	J/652/1123	
Level	5	
Credit Value	2	
Guided Learning (GL)	12	
Unit Summary	This unit will enable the learner to develop their understanding of models of disability and ways to promote best practice.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.2)	
The learner will	The learner can	
1. Understand theoretical models of disability	1.1	Summarise at least two theoretical models of disability, including their underlying assumptions and principles
	1.2	Compare and contrast the strengths and limitations of the selected models of disability
2. Know how models of disability may be applied in health and social care	2.1	Analyse ways in which at least two models of disability may influence service delivery in a health and social care setting
	2.2	Describe and justify ways to raise awareness of a model of disability applicable to your own service setting, including how to address its: > alignment with organisational values > potential impact on individuals
Linked to NOS		
HSCCLD317 - Promote learning and development or employment opportunities for individuals		
HSCCLD43 - Lead and develop reflective practice		
HSCCLD46 - Lead the effectiveness of teams		



Contribute to Recruitment and Selection Processes in Health and Social Care		
Unit Reference	K/652/1124	
Level	5	
Credit Value	4	
Guided Learning (GL)	31	
Unit Summary	This unit will enable the learner to develop the knowledge and skills required to recruit and select staff within a health and social care setting.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	The learner can	
1. Understand recruitment and selection in health and social care	1.1	Analyse current workforce challenges in recruiting staff in health and social care
	1.2	Describe strategies to promote health and social care as an attractive career choice, including the roles of Government and Regulators
	1.3	Explain the impact of legislation and regulation on the recruitment and selection of staff in health and social care
	1.4	Summarise key principles underpinning recruitment and selection in health and social care
	1.5	Describe circumstances when it may be necessary to seek specialist expertise in relation to recruitment and selection
2. Be able to contribute to a recruitment process in your own service setting	2.1	Review a job description and personnel specification in order to meet organisational requirements



	2.2	Work with others to agree the criteria and methods that will be used in a recruitment and selection process
	2.3	Explain the role of individuals and / or others, as appropriate, in a recruitment process in your own service setting
3. Be able to participate in a selection process in your own service setting	3.1	Use agreed processes and criteria to assess candidates
	3.2	Record the selection process in accordance with agreed ways of working
4. Be able to review the recruitment and selection process in your own service setting	4.1	Use examples in order to reflect on how recruitment and selection processes are implemented and ways in which they could be improved
	4.2	Reflect on how to develop your own practice in relation to recruitment and selection in your own service setting
Linked to NOS HSCCLD339 - Promote the recruitment of team members HSCCLD46 - Lead the effectiveness of teams		



Leading and Managing Induction Processes in Health and Social Care		
Unit Reference	M/652/1126	
Level	5	
Credit Value	4	
Guided Learning (GL)	31	
Unit Summary	This unit will enable the learner to develop their knowledge and skills to lead and manage induction processes in their own health and social care setting.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.3)	
The learner will	The learner can	
1. Understand the purpose of staff induction for health and social care settings	1.1	Explain why a planned and structured induction process is important for the following: > practitioners > individuals > organisations
	1.2	Summarise information and resources available to support effective induction
	1.3	Analyse the role of the induction process in supporting practitioners to understand the values and agreed ways of working within a work setting
2. Be able to plan and develop the induction process in your own health and social care setting	2.1	Summarise factors that may influence the induction process for practitioners
	2.2	Describe at least three different methods that can be used to support the induction process for practitioners
	2.3	Plan an induction process in collaboration with others



3. Be able to implement and manage the induction process in your own health and social care setting	3.1	Manage the implementation of an induction process within your own area of responsibility, including: > appropriate use of delegation > effective use of resources > appropriate engagement with team members, and others as appropriate
	3.2	Manage risks and challenges that arise during the implementation of an induction process
4. Be able to monitor and evaluate an induction process in your own health and social care setting	4.1	Monitor the implementation of an induction process within your own area of responsibility
	4.2	Provide feedback to a practitioner on their achievement of induction requirements
	4.3	Support development planning for a practitioner on completion of induction
5. Be able to evaluate an induction process in your own health and social care setting	5.1	Explain the importance of continuous organisational improvement in the provision of induction
	5.2	Evaluate the effectiveness of an induction process, in conjunction with others
	5.3	Identify actions for improvement of induction, as a result of the evaluation of an induction process
Linked to NOS HSCCLD43 - Lead and develop reflective practice HSCCLD46 - Lead the effectiveness of teams HSCCLD412 - Lead the provision of information on services and facilities HSCCLD420 - Lead on regulatory requirements in the workplace		



Managing Finances in Health and Social Care

Unit Reference	R/652/1127	
Level	5	
Credit Value	4	
Guided Learning (GL)	28	
Unit Summary	This unit will enable the learner to develop knowledge and skills required to manage finances, in accordance with their own responsibilities and agreed ways of working in their health and social care service setting.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)	
The learner will	The learner can	
1. Understand financial management in health and social care	1.1	Analyse significant factors and priorities that influence funding in health and social care services
	1.2	Describe the importance of effective financial management systems in health and social care services
	1.3	Summarise relevant sources of funding that are used to develop a budget for your own service setting
	1.4	Analyse the potential impact of insufficient budget on: > service delivery > individuals
2. Be able to manage a budget in accordance with your own responsibilities and agreed ways of working in your own service setting	2.1	Explain roles, responsibilities and accountabilities for financial management within your own service setting, including those associated with: > budget setting > recording expenditure > budget monitoring



	2.2	Accept an allocated budget, including areas of planned expenditure, for a specific financial period or project
	2.3	Record and monitor the implementation of the budget
	2.4	Analyse variances and / or discrepancies between budgeted and actual expenditure
	2.5	Implement actions to address variances and / or discrepancies, in accordance with your own responsibilities
	2.6	Record findings from budget reviews, including recommendations for adjustments to budget setting and management
3. Be able to review the management of a budget in your own service setting	3.1	Use examples in order to reflect on the effectiveness of budget management in your own setting and ways in which it could be enhanced
	3.2	Reflect on how to adapt your approach to managing a budget, to improve your practice
Linked to NOS HSCCLD334 - Promote quality systems and procedures HSCCLD46 - Lead the effectiveness of teams HSCCLD420 - Lead on regulatory requirements in the workplace		



Leading and Managing Infection Prevention and Control in Health and Social Care		
Unit Reference	T/652/1128	
Level	5	
Credit Value	5	
Guided Learning (GL)	35	
Unit Summary	This unit will enable the learner to develop the knowledge and skills required to effectively lead and manage infection prevention and control within their own health and social care setting.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	The learner can	
1. Understand current infection prevention and control policies and procedures	1.1	Summarise policies and procedures for infection prevention and control that apply to your own service setting and how they meet regulatory requirements
	1.2	Compare applying a proportionate approach to infection prevention and control in a domestic setting with that of a formal health and social care setting
	1.3	Explain factors that contribute to the spread and reduction of infection in your own service setting
2. Be able to lead the implementation of infection prevention and control policies and procedures in your own service setting	2.1	Model compliance with infection prevention and control policies and procedures in your own service setting
	2.2	Manage the implementation of controls identified through risk assessment processes to minimise infection in partnership with others
	2.3	Demonstrate effective communication of infection prevention and control policies and procedures to others within your own service setting



	2.4	Demonstrate how to provide access to adequate resources to support compliance with infection prevention and control policies and procedures
	2.5	Manage the learning and development needs of team members in relation to infection prevention and control
	2.6	Allocate roles and responsibilities to others in accordance with infection prevention and control procedures within your own service setting
	2.7	Monitor the implementation of infection prevention and control policies and procedures in your own service setting
	2.8	Explain actions to take when there is non-compliance with infection prevention and control policies and procedures
3. Be able to manage processes for the exchange of information regarding infections	3.1	Explain why it is important to share information with others, particularly during critical periods of infection prevention and / or control
	3.2	Manage systems for recording: > suspected or actual levels of infection within your own service setting > compliance with infection prevention and control procedures
	3.3	Manage the reporting of hazards and risks relating to infection prevention and control that are outside your own area of responsibility
4. Be able to review infection prevention and control practice in your own service	4.1	Use examples in order to reflect on the effectiveness of infection prevention and control practice in your own service and ways in which it could be improved
	4.2	Reflect on how to adapt your approach to leading and managing infection prevention



		and control in your service setting, to improve your practice
Linked to NOS HSCCLD42 - Lead a healthy and safe workplace HSCCLD44 - Lead the safeguarding of individuals and others HSCCLD415 - Lead the development of risk management plans HSCCLD420 - Lead on regulatory requirements in the workplace		



Emergency Planning in Health and Social Care Settings		
Unit Reference	Y/652/1129	
Level	5	
Credit Value	5	
Guided Learning (GL)	35	
Unit Summary	This unit will enable the learner to understand the knowledge and skills required to formulate an emergency plan to ensure adequate emergency preparedness, resilience and response in health and social care settings.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.2)	
The learner will	The learner can	
1. Be able to ensure leadership and governance in the event of an emergency	1.1	Explain the importance of having a policy statement which outlines organisational commitment to emergency preparedness as part of governance requirements
	1.2	Summarise the importance of leadership in the event of an emergency and identify key people who will take on leadership roles
	1.3	Summarise appropriate sources of support and training for people who take on leadership roles in the event of an emergency
	1.4	Communicate who emergency leads are to staff and others how they can be contacted
2. Be able to evaluate risk	2.1	Explain the importance of regularly evaluating risk which may impact service provision, nationally, regionally and locally
	2.2	Summarise six potential risks to own service which may require an emergency response



	2.3	Carry out risk assessment on own work setting
	2.4	Maintain a comprehensive risk register
3. Be able to plan for maintaining critical services in the event of an emergency	3.1	Summarise the importance of working in partnership with other organisations and statutory bodies to mitigate emergency impact
	3.2	Explain the importance of having an emergency communication strategy in place to notify staff and others
	3.3	Carry out a review to confirm clear and concise action plans are in place for each of the risks identified on the service risk register including: > availability and storage of appropriate physical resources > alerting of appropriate emergency services > identified evacuation/shelter area and site > triage in evacuation site/shelter > transport arrangements and support
4. Be able to manage staff training and awareness to enable appropriate emergency response	4.1	Research and identify appropriate staff training to enable emergency action plans to be carried out safely and quickly
	4.2	Summarise individual staff roles and responsibilities in the event of an emergency
	4.3	Plan training evacuation plan exercises as per regulation with minimal disruption to individuals and service provision
	4.4	Review staff induction to verify inclusion of emergency response training
5. Be able to manage information and tracking in the event of an emergency	5.1	Explain the importance of having remote access to service user information



	5.2	Research and identify an appropriate method of tracking service users and others during an emergency evacuation
6. Be able to evaluate emergency plans	6.1	Work in conjunction with others to evaluate emergency plans
	6.2	Update risk register and action plans to address emerging threats as required
Linked to NOS HSCCLD44 - Lead the safeguarding of individuals and others HSCCLD415 - Lead the development of risk management plans HSCCLD417 - Lead partnership working arrangements HSCCLD418 - Lead service delivery planning HSCCLD420 - Lead on regulatory requirements in the workplace		



Leading a Change Management Process in Health and Social Care

Unit Reference	F/652/1130
Level	5
Credit Value	6
Guided Learning (GL)	42
Unit Summary	This unit will enable the learner to develop the knowledge and skills required to lead a change management process within their own health and social care setting.
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.4)
The learner will	The learner can
1. Understand the principles of change management in health and social care	1.1 Analyse significant factors that drive organisational change in health and social care 1.2 Explain the importance of effective change management in order to maintain a quality service provision 1.3 Summarise two underpinning theories of change management 1.4 Describe effective approaches and techniques that support a change management process
2. Be able to facilitate a process to develop a shared understanding of the need for change in your own health and social care setting	2.1 Summarise methods to use with: > staff > service users, and / or others as appropriate to promote the rationale for and benefits of a proposed change 2.2 Create opportunities for others to express their opinions about the identified change



	2.3	Address challenges that may arise during the process of developing a shared understanding of the need for change
3. Be able to develop a change management plan in your own health and social care setting	3.1	Identify key objective(s) as the basis for a specific change management plan
	3.2	Undertake an impact assessment of a proposed change to a given service provision
	3.3	Produce a change management plan that addresses identified objectives and includes: > clear timelines > roles and responsibilities of those involved in the change process > a communication plan > proposed outcomes and performance criteria > tracking processes and protocols
4. Be able to implement a change management plan in your own health and social care setting	4.1	Agree roles and responsibilities for implementing a change management plan
	4.2	Support others to carry out their agreed roles in a change management plan
	4.3	Demonstrate how to be a positive role model when introducing change
	4.4	Explain why it is important to adapt the change management plan to address issues as they arise
	4.5	Establish strategies for ensuring that the quality of service for individuals is maintained during a change process
5. Be able to evaluate a change management process in your own health and social care setting	5.1	Use agreed processes to monitor the effectiveness of the change management plan
	5.2	Work with others to review the change against the identified outcomes and performance criteria



	5.3	Evaluate the effectiveness of the change and its impact on individuals and the service provision
	5.4	Identify a strategy to sustain the change over time
Linked to NOS HSCCLD418 - Lead service delivery planning HSCCLD420 - Lead on regulatory requirements in the workplace HSCCLD421 - Lead changes to workplace policies, procedures and practices		



Leading the Management of Transitions		
Unit Reference	H/652/1131	
Level	5	
Credit Value	3	
Guided Learning (GL)	21	
Unit Summary	This unit will enable the learner to understand the knowledge and skills required to lead and support workers engaging with individuals who are experiencing transition and change.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.4)	
The learner will	The learner can	
1. Understand the impact of change and transitions on the well-being of individuals	1.1	Explain ways in which transitions and significant life events might impact on an individual's well-being
	1.2	Critically compare two theories of change and how they might inform approaches to the management of transitions
	1.3	Explain the concept of resilience in relation to transitions and significant life events
	1.4	Analyse factors that may impact on an individual's ability to manage transition and change
2. Be able to lead and manage provision that supports workers to manage transitions and significant life events	2.1	Explain how a solution-focused approach can be used to support the management of transitions and significant life events
	2.2	Lead and support a culture that encourages individuals to explore challenges
	2.3	Summarise the importance of and how to lead and support workers to engage with individuals and others to develop and



	2.4	implement plans to build on own strengths and abilities Support workers to identify any additional help they may require to assist individuals through transition and change
Linked to NOS HSCCLD45 - Lead the care or support planning process HSCCLD418 - Lead service delivery planning		



Leading and Managing Behavioural Support Strategies for Individuals in Health and Social Care		
Unit Reference	J/652/1132	
Level	5	
Credit Value	6	
Guided Learning (GL)	50	
Unit Summary	This unit will enable the learner to develop knowledge and skills to lead and manage behavioural support strategies for individuals who display behaviours of concern, in health and social care settings.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.1)	
The learner will	The learner can	
1. Understand behaviour as a means of expression	1.1	Analyse what is meant by behaviour as a means of expression
	1.2	Summarise a range of factors that may contribute to, or trigger behaviours of concern
	1.3	Explain key methods for analysing behaviour, including the core components of functional analysis
	1.4	Analyse the application of the Time Intensity Model in social care settings
	1.5	Evaluate the contribution of specialist professionals / agencies involved in assessing and analysing individuals' behaviours
2. Understand strategies to support the management of behaviours of concern	2.1	Summarise a range of approaches to support the management of behaviours of concern within an identified context, including: > primary prevention strategies > secondary prevention strategies



	2.2	> non-aversive reactive strategies Explain the importance of daily planning and consistency in the management of behaviours of concern
3. Be able to lead the implementation of primary prevention strategies within your own setting	3.1 3.2 3.3	Demonstrate the use of effective communication and positive interaction with: > individuals > others in relation to primary prevention strategies to support the management of behaviours of concern Support others to implement agreed person-centred primary prevention strategies, using least restrictive practices and respecting an individual's dignity, rights and choice Work with an individual and others to review the individual's routine and daily activities to identify areas for increased participation and choice
4. Be able to lead the implementation of secondary prevention strategies within your own setting	4.1 4.2 4.3	Identify indicators of behavioural agitation and possible secondary prevention strategies that may be used with an individual Ensure that agreed secondary prevention strategies are clearly documented in an individual's care / support plan Support others to implement agreed person-centred secondary prevention strategies, using least restrictive practices and respecting an individual's dignity and rights
5. Be able to lead the implementation of non-aversive reactive strategies within your own setting	5.1	Assess risks involved in the use of non-aversive reactive strategies that may be used with an individual



	5.2	Ensure that agreed non-aversive reactive strategies are clearly documented in an individual's care / support plan
	5.3	Support others to implement an agreed non-aversive reactive strategy using least restrictive practices and respecting an individual's dignity and rights
	5.4	Manage post-incident support needs of: > an individual > others > self taking account of immediate, intermediate and long-term support needs
	5.5	Demonstrate the use of agreed incident recording and reporting processes
	5.6	Evaluate the effectiveness of the implementation of the agreed non-aversive reactive strategy and identify areas for service improvement
	6.1	Evaluate your own role in leading and managing behavioural support strategies for individuals in your own setting and identify possible areas for: > your own practice development > service improvement
6. Be able to evaluate the use of behavioural support strategies for individuals in your own setting		

Linked to NOS

HSCCLD327 - Work with individuals to develop and maintain relationships
HSCCLD415 - Lead the development of risk management plans
HSCCLD418 - Lead service delivery planning
HSCCLD420 - Lead on regulatory requirements in the workplace



Undertaking a Research Project in Health and Social Care Services

Unit Reference	L/652/1134	
Level	5	
Credit Value	7	
Guided Learning (GL)	45	
Unit Summary	This unit will enable the learner to develop the knowledge and skills required to undertake a research project and to consider its implications for the management of their own health and social care service.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Be able to justify a topic for research which is relevant to your own service setting	1.1	Identify a research topic, showing relevance to your own service setting
	1.2	Conduct a literature review using a range of sources relevant to the research topic, adhering to academic protocols
	1.3	Develop a clear aim and objectives for the research project
	1.4	Explain relevant ethical considerations and ways in which these will be addressed during the research process
2. Be able to develop a research methodology for an identified research project	2.1	Justify the selection of: > the research design > at least two research methods to be used in the research project
	2.2	Explain the importance of validity and reliability of data used within research
	2.3	Develop research questions for use in the research project



3. Be able to conduct a research project which is relevant to your own service setting	3.1 3.2 3.3	Develop a research project plan Conduct the research using the identified research methods Record and collate the research data
4. Be able to analyse research findings to inform project conclusions and application to practice	4.1 4.2 4.3	Analyse the research data to: > draw conclusions from the findings > determine correlation and / or disparity with the initial literature review Identify implications of the research findings for the management of your own service setting Make recommendations to support the application of the research findings in your own service setting
Linked to NOS HSCCLD424 - Lead a research project		



Leading and Managing the Promotion of Active Support in Health and Social Care		
Unit Reference	T/652/1137	
Level	5	
Credit Value	4	
Guided Learning (GL)	24	
Unit Summary	This unit will enable the learner to develop the knowledge and skills to effectively lead and manage the promotion of active support for individuals within their own health and social care setting.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	The learner can	
1. Understand the use of active support in health and social care	1.1	Explain the nature of and principles underpinning the use of active support in health and social care
	1.2	Analyse the relevance and appropriateness of active support in your own service setting
2. Be able to promote active support in your own service setting	2.1	Explain how team members are supported to understand the importance of active support
	2.2	Lead a culture that values active support
	2.3	Demonstrate how individuals are involved in the development of their active support plans
	2.4	Demonstrate how team members are supported to develop active support plans
3. Be able to manage the implementation of active support in your own service setting	3.1	Support team members to use active support that is appropriate to individuals' needs and abilities



	3.2	Support team members to monitor the use of active support to promote individuals' independence and autonomy
	3.3	Support team members to take remedial action to ensure that structured activity steps match individuals' needs and abilities
	3.4	Monitor team members' recording of individuals' participation and the use of active support
4. Be able to review the use of active support in your own service setting	4.1	Use examples in order to reflect on the effectiveness of active support in your own setting and ways in which it could be enhanced
	4.2	Reflect on how to adapt your approach to leading and managing the promotion of active support, to improve your practice
Linked to NOS HSCCLD327 - Work with individuals to develop and maintain relationships HSCCLD415 - Lead the development of risk management plans HSCCLD418 - Lead service delivery planning HSCCLD420 - Lead on regulatory requirements in the workplace		



Supporting the Use of Assistive Technology in Health and Social Care

Unit Reference	M/652/1144	
Level	5	
Credit Value	4	
Guided Learning (GL)	28	
Unit Summary	This unit will enable the learner to understand, plan, provide and review assistive technologies in order to best support the individual in health and social care settings.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	The learner can	
1. Be able to research and evaluate assistive technologies	1.1	Research and develop a report on the types, availability and the impact of assistive technologies on individuals within own area of responsibility
2. Be able to facilitate the use of assistive technologies by the individual	2.1	Explain how assistive technologies solutions can be adapted according to need and context
	2.2	Summarise the potential risks associated with assistive technology solutions
	2.3	Summarise assessment and referral processes which are used to secure assistive technology
	2.4	Demonstrate how to support the individual to secure and use appropriate assistive technology
3. Be able to support others to facilitate the use of assistive technology	3.1	Support others to facilitate the use of assistive technology by providing information and guidance
4. Be able to review the provision of assistive technology	4.1	Review the assessment and referral processes used to secure assistive technology



	4.2	Review the outcomes of assistive technology support to individuals against identified needs
Linked to NOS HSCCLD411 - Manage requests for health, social or other care services HSCCLD414 - Lead the assessment process with individuals Lead the assessment process with individuals HSCCLD416 - Collaborate with others to support individuals HSCCLD420 - Lead on regulatory requirements in the workplace		



Leading and Managing Practice in Supporting Individuals to Take Positive Risks		
Unit Reference	T/652/1146	
Level	5	
Credit Value	4	
Guided Learning (GL)	28	
Unit Summary	This unit will enable the learner to understand the knowledge and skills required to lead and manage practice which supports individuals to take positive risks.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.2)	
The learner will	The learner can	
1. Understand the relationship between person-centred assessment, care planning and positive risk taking for individuals	1.1	Analyse the difficulties that may arise between positive risk-taking and person-centred planning
	1.2	Explain why positive risk taking should be considered within the context of a person-centred assessment
	1.3	Explain how models of risk management may be used in positive risk taking for individuals
	1.4	Analyse how taking positive risks may contribute to personal growth for the individual
2. Be able to lead and promote staff understanding of the legal and policy frameworks which underpin an individual's right to make decisions and take risks	2.1	Lead and support staff to work in line with the legal and policy frameworks for decision making which underpin an individual's right to make decisions and take risks
	2.2	Lead and support staff to integrate human rights principles in supporting individuals to make decisions and take risks



3. Be able to lead the development of practice which includes the individual and others in positive risk assessment and planning	3.1 Lead and manage practice which supports person-centred assessments rather than service-led assessments 3.2 Develop assessment practice with staff which engages the individual and others in identifying activities to support the individual to achieve their personal goals 3.3 Support staff to engage in inclusive assessment practice to identify hazards and risks associated with achieving personal goals 3.4 Support practice which enables the individual and others to balance individual personal goals with health, safety and well-being considerations 3.5 Lead the development of risk management strategies for engaging the individual and others to build in safeguards to mitigate against risks to the individual 3.6 Support others to develop care plans which address positive risk taking
4. Be able to support others to understand an individual's personal goals, how to support them and the consent required	4.1 Support staff to understand how their own values and belief systems may impact on supporting an individual to take positives risks 4.2 Support others to facilitate the individual to enable them to identify and communicate their personal goals 4.3 Support staff to develop good practice in the confirmation of consent from the individual and others prior to taking positive risks 4.4 Support staff to use advocacy skills with families and others to gain appropriate support for individuals prior to taking positive risks



	4.5	Support staff to record how decisions about positive risk taking have been reached
5. Be able to lead and manage systems and practice for positive risk taking	5.1	Lead and support staff to understand the principle of duty of care while supporting the individual to take positive risks
	5.2	Manage systems to ensure staff and others understand actions required if the individual chooses to take unplanned risks
	5.3	Lead and manage practice to ensure that: > risk taking is compliant with risk assessment > appropriate support is in place to enable the individual to undertake identified risks > consent is obtained from individuals and others > outcomes for individuals are reviewed
6. Be able to evaluate the practice of positive risk taking	6.1	Evaluate with staff and others: > risk assessment methods > risk management model used > the benefits to the individual from positive risk taking
	6.2	Support staff to evaluate their practice in facilitating positive risk taking by individuals
Linked to NOS HSCCLD44 - Lead the safeguarding of individuals and others HSCCLD414 - Lead the assessment process with individuals HSCCLD415 - Lead the development of risk management plans HSCCLD418 - Lead service delivery planning HSCCLD420 - Lead on regulatory requirements in the workplace		



Managing Disciplinary Processes in Health and Social Care

Unit Reference	D/652/1149	
Level	5	
Credit Value	5	
Guided Learning (GL)	39	
Unit Summary	This unit will enable the learner to develop the knowledge and skills required to be able to manage disciplinary processes in the context of their own health and social care service.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.2)	
The learner will	The learner can	
1. Understand disciplinary processes in health and social care	1.1	Summarise the principles that underpin disciplinary processes in health and social care
	1.2	Distinguish between the purposes of disciplinary processes and at least one other performance management process
	1.3	Use examples to explain what may be considered as: > misconduct > gross misconduct in health and social care
	1.4	Explain the relationship between disciplinary and regulatory processes in health and social care
2. Be able to implement disciplinary processes in a health and social care setting	2.1	Summarise line manager responsibilities in relation to disciplinary processes, in accordance with your organisation's agreed ways of working
	2.2	Agree actions with a team member when their practice falls below agreed standards



	2.3	Initiate a disciplinary process in accordance with agreed ways of working, including the provision of information to the team member, in relation to the disciplinary process and their rights
	2.4	Work with others to implement the stages of the disciplinary process in accordance with your organisation's agreed ways of working
	2.5	Communicate effectively and in a timely manner with all parties involved, ensuring the wellbeing of the team member is considered
	2.6	Describe a range of outcomes that may arise following screening, in line with your organisation's agreed ways of working
	2.7	Use examples to summarise the use of sanctions that may be imposed as a result of a disciplinary process
3. Be able to compile and present evidence for a disciplinary process in a health and social care setting	3.1	Complete records in accordance with your organisation's agreed ways of working, to include: > the nature and evidence of the complaint / incident / error / concern that has arisen in relation to the team member > evidence of the process undertaken with the team member > identification of risks and mitigating actions taken to stabilise the situation
	3.2	Present evidence as part of a disciplinary process
4. Be able to manage the outcomes of a disciplinary process in a health and social care setting	4.1	Implement the decisions of a disciplinary process, in accordance with your own role and responsibilities and agreed ways of working



	4.2	Manage the implications of the outcomes for individuals and others, as appropriate
5. Be able to review disciplinary processes in a health and social care setting	5.1	Reflect on your experience of the effectiveness of disciplinary processes in your own service
	5.2	Reflect on how to adapt your own approach to disciplinary processes in order to improve your own practice
Linked to NOS HSCCLD36 - Promote the effectiveness of teams HSCCLD44 - Lead the safeguarding of individuals and others HSCCLD46 - Lead the effectiveness of teams HSCCLD420 - Lead on regulatory requirements in the workplace		



Leading and Managing a Service that provides Support for Individuals with Complex Disabilities

Unit Reference	L/652/1152	
Level	5	
Credit Value	4	
Guided Learning (GL)	24	
Unit Summary	This unit enables the learner to develop the knowledge and skills required to lead and manage a service that provides support for individuals with complex disabilities.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	The learner can	
1. Understand complex disabilities for individuals in health and social care services	1.1	Research and explain links between specific factors and a range of complex disabilities, among individuals in your service setting
	1.2	Analyse the impact of complex disabilities on individuals in your service setting
	1.3	Use practice examples to describe how service provision can be tailored to facilitate positive outcomes for individuals with complex disabilities
2. Be able to lead support for individuals with complex disabilities	2.1	Manage the assessment of individuals with complex disabilities
	2.2	Support team members to work collaboratively with individuals and others to provide support that is person-centred, holistic and strengths based
	2.3	Use referral processes to support the needs and preferences of individuals with complex disabilities



3. Be able to manage the development of others in order to support individuals with complex disabilities	3.1	Facilitate the professional development of team members to enhance their support of individuals with complex disabilities
	3.2	Demonstrate how to effectively provide information and guidance to others to support individuals with complex disabilities
4. Be able to review service provision for individuals with complex disabilities	4.1	Use reflective practice in order to evaluate the extent to which systems and processes: > support positive outcomes for individuals with complex disabilities in your service setting and > ways in which they could be improved
	4.2	Reflect on how to adapt your approach to leading and managing service provision for individuals with complex disabilities
Linked to NOS HSCCLD416 - Collaborate with others to support individuals HSCCLD414 - Lead the assessment process with individuals HSCCLD418 - Lead service delivery planning HSCCLD420 - Lead on regulatory requirements in the workplace		



Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- > **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- > **Exemption** - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification, but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.
 - > Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.
 - > It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
 - > Where past certification only provides evidence that could be considered for exemption of part of a unit, learners **must** be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- > **Credit Transfer** – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred **must** share the same learning outcomes and assessment criteria along with the same unit number. Assessors **must** ensure that they review and verify the evidence through sight of:
 - > Original certificates OR
 - > Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- > **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit **must** have the same credit value or greater than the unit(s) in question and be at the same level or higher.



Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from skillsandeducationgroupawards.co.uk/for-centres

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.



Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- > Face-to-face meeting with a tutor
- > Telephone conversation with a tutor
- > Instant messaging with a tutor
- > Taking part in a live webinar
- > Classroom-based instruction
- > Supervised work
- > Taking part in a supervised or invigilated formative assessment
- > The learner is being observed as part of a formative assessment

TQT (Total Qualification Time)

The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- > Researching a topic and writing a report
- > Watching an instructional online video at home/e-learning
- > Watching a recorded webinar
- > Compiling a portfolio in preparation for assessment
- > Completing an unsupervised practical activity or work
- > Rehearsing a presentation away from the classroom
- > Practising skills unsupervised
- > Requesting guidance via email – will not guarantee an immediate response