



Qualification Specification:

**OCN NI Level 5 Diploma in Leadership and
Management in Health and Social Care (Adult
Residential Management) (Northern Ireland)**

- **Qualification No: 603/6824/X**



1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	Qualification extended to 31 October 2030	2.0

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3. Introduction to Open College Network Northern Ireland (OCN NI)

The Open College Network Northern Ireland (OCN NI) is a UK recognised awarding organisation based in Northern Ireland. We are regulated by CCEA Regulation to develop and award regulated professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is also regulated by Ofqual to award qualifications in England.

OCN NI is also an educational charity that advances education by developing nationally recognised qualifications and recognising the achievements of learners. We work with centres such as Further Education Colleges, Private Training Organisations, Voluntary & Community Organisations, Schools, SME's and Public Sector bodies to provide learners with opportunities to progress into further learning and/or employment. OCN NI's Strategic Plan can be found on the OCN NI website www.ocnni.org.uk.

For further information on OCN NI qualifications or to contact us, you can visit our website at www.ocnni.org.uk. The website should provide you with details about our qualifications, courses, contact information, and any other relevant information you may need.

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 5 Diploma in Leadership and Management in Health and Social Care (Adult Residential Management) (Northern Ireland)**.

This specification will provide guidelines for centres to ensure the effective and correct delivery of this qualification. OCN NI qualification specifications are based on research and engagement with the practitioner community to ensure they provide appropriate skills and knowledge for learners.

The qualification specification will detail the following aspects of the **OCN NI Level 5 Diploma in Leadership and Management in Health and Social Care (Adult Residential Management) (Northern Ireland)**.

- **Qualification Features**: this includes the key characteristics and features of this qualification, such as its intended audience, purpose, and credit value.
- **Centre Requirements**: this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess this qualification. These includes guidelines on staff qualifications, resources, and required procedures.
- **Structure and Content**: this details the structure and content of the qualification including units, and any specific content that learners will be required to study.
- **Assessment Requirements**: this details assessment criteria and assessment methods for this qualification, ensuring that summative assessment approaches are clear.
- **Quality Assurance**: the quality and consistency of delivery and assessment of this qualification are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external verification that all centres offering this qualification must adhere to are detailed.
- **Administration**: guidance on the administrative aspects of delivering this qualification, including registration, certification, and record-keeping.
- Reference to other handbooks and policies as appropriate to the qualification.

It is important to note that OCN NI will communicate any significant updates or changes to this specification in writing to our Centres. Additionally, we will make these changes available on our official website at www.ocnni.org.uk.

To stay current, please refer to the online version of this specification as it is the most authoritative and up-to-date publication. Be aware that downloaded and printed copies may not reflect the latest revisions.

4.1 Additional Support

OCN NI offers a comprehensive range of support services designed to assist Centres in meeting the delivery and quality assurance requirements of OCN NI qualifications. These services include:

- **Learner Assessment Booklets**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Qualification Support Pack**: A support pack has been developed to support Centres in the delivery of this qualification. The pack includes planning and assessment templates, guides to best practice, etc.
- **Professional Development for Educators**: OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting www.ocnni.org.uk
- **OCN NI Subject Advisors**: Our team of subject advisors offers vital information and support to Centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

All centres can access information, support and guidance to support the delivery and quality assurance of this qualification by contacting their designated Business Development Advisor or by contacting us on [Contact Us | OCN NI](#)

5. About this Qualification

5.1 Qualification Regulation Information

OCN NI Level 5 Diploma in Leadership and Management in Health and Social Care (Adult Residential Management) (Northern Ireland)

Qualification Number: 603/6824/X

Operational start date: 15 November 2020

Operational end date: 31 October 2030

Certification end date: 31 October 2035

The qualification's operational start and end dates define the regulated qualification's lifecycle. The operational end date is the final date for learner registration, while learners have until the certificate end date to complete the qualification and receive their certificates.

It is important to note that all OCN NI regulated qualifications are listed on the Register of Regulated Qualifications (RQF), which can be found at [Ofqual Register](#). This register is maintained by Ofqual in England and CCEA Regulation in Northern Ireland. It contains information about qualifications that are regulated and accredited. It is a key resource for learners, employers, and educational institutions to verify the status and recognition of qualifications.

Centres must adhere to administrative guidelines diligently, with special attention to the fact that fees, registration, and certification end dates for the qualification may be subject to changes. It is a centre's responsibility to make itself aware of updates on any modifications to ensure compliance with the latest requirements. OCN NI provides centres with timely updates through various channels including website, newsletters and through this specification. Information on qualification fees can be found on the Centre Login section of the OCN NI website www.ocnni.org.uk.

5.2 Sector Subject Area

A subject sector area is a specific category used to classify academic and vocational qualifications. Subject sector areas are part of the educational and qualifications framework to organise and categorise qualifications. The sector subject for this qualification is:

1.3 Health and social care

[National Occupational Standards - Skills for Care](#)

5.3 Grading

Grading for this qualification is pass/fail.

5.4 Qualification's Aim and Objectives

Qualification's Aim

The aim of the OCN NI Level 5 Diploma in Leadership and Management in Health and Social Care (Adult Residential Management) (Northern Ireland) is to provide learners currently working in a management or leadership role within health and social care - adult residential care sector, with leadership and management training which is aligned to the Health and Social Care Apprenticeship Framework. This qualification is fully endorsed by the Northern Ireland Social Care Council (NISCC).

Qualification's Objectives

The objectives of the OCN NI Level 5 Diploma in Leadership and Management in Health and Social Care (Adult Residential Management) (Northern Ireland) will provide learners with a wide range of options to enhance their leadership and management skills and knowledge within health and social care – adult residential care sector.

5.5 Target Learners

The OCN NI Level 5 Diploma in Leadership and Management in Health and Social Care (Adult Residential Management) (Northern Ireland) will be targeted at learners who are currently working in a management or leadership role within health and social care – adult residential care sector.

5.6 Entry Requirements

Learners must be at least 18 years of age and currently working in a management or leadership role within health and social care – adult residential care sector.

Learners must be able to evidence competencies within their own work environment.

Learners will be required to have sufficient literacy and numeracy skills to enable them to successfully complete the qualification.

5.7 Progression

The OCN NI Level 5 Diploma in Leadership and Management in Health and Social Care (Adult Residential Management) (Northern Ireland) will provide the opportunity for career advancement for those currently working in management or leadership roles within health and social care – adult residential care sector.

5.8 Delivery Language

This qualification is exclusively available in English. If there is a desire to offer this qualification in Welsh or Irish (Gaeilge), we encourage you to get in touch with OCN NI. They will assess the demand for such provisions and, if feasible, provide the qualification in the requested language as appropriate.

6. Centre Requirements for Delivering this Qualification

6.1 Centre Recognition

New and existing OCN NI recognised centres must apply for and be granted approval to deliver this qualification prior to the commencement of delivery.

6.2 Qualification Approval

Once a Centre has successfully undergone the Centre Recognition process, it becomes eligible to apply for qualification approval. The Centre's capability to meet and sustain the qualification criteria will be assessed. Throughout the qualification approval process, OCN NI will aim to ensure that:

- centres possess suitable physical resources (e.g., equipment, IT, learning materials, teaching rooms) to support qualification delivery and assessment
- centre staff involved in the assessment process have relevant expertise and/or occupational experience
- robust systems are in place for ensuring ongoing professional development for staff delivering the qualification
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations
- as a part of the assessment process for this qualification it may be useful for learners should have access to a practical work setting

6.3 Centre Staffing

To offer this qualification centres are mandated to establish the following roles as a minimum, although a single staff member may serve in more than one capacity*:

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Verifier

*Note: An individual cannot serve as an Internal Verifier for their own assessments.

6.4 Tutor Requirements

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 must be either qualified to at least one level higher than the qualification or have a minimum of three years' experience in health and social care – adult residential care sector in a leadership or management role. 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, hands-on experience.

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors, thereby enhancing the quality and effectiveness of their educational experience.

6.5 Assessor Requirements

The assessment of this qualification takes place within the Centre and is subjected to OCN NI'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. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification they are assessing, ensuring their in-depth understanding of the subject matter.
- **Relevant Industry Experience:** A minimum of three years of practical experience in the health and social care sector – adult residential care is a prerequisite. This practical background is essential for assessors to effectively evaluate a learner's capabilities in real-world contexts.
- **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 Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.
- **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 competencies.

6.6 Internal Verifier Requirements

The Internal Verifier plays a crucial role in the Centre's internal quality assurance processes. The Centre must designate a skilled and trained Internal Verifier who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualifications.

The Internal Verifier for this qualification must meet the following criteria:

- **Relevant Industry Experience:** A minimum of three years of practical experience in the health and social care sector – adult residential care, is a prerequisite. This practical background is essential for assessors to effectively evaluate a learner's capabilities in real-world contexts.
- **Internal Verification Expertise:** Internal Verifiers 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 Verifiers Qualification:** Internal Verifiers should hold or be currently undertaking a recognised Internal Verifier's qualification; or must have attended the OCN NI Internal Verification Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** Internal verifiers 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.

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 5 Diploma in Leadership and Management in Health and Social Care (Adult Residential Management) (Northern Ireland) 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.

7.2 Qualification Level

In the context of the OCN NI Level 5 Diploma in Leadership and Management in Health and Social Care (Adult Residential Management) (Northern Ireland) it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. This qualification aligns with Level 5 which signifies an advanced level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

This represents the total amount of time a learner is expected to spend to complete the qualification successfully. It includes both guided learning hours (GLH) and independent study or additional learning time.

Guided Learning Hours (GLH)

These are the hours of guided instruction and teaching provided to learners. This may include classroom instruction, tutorials, or other forms of structured learning.

OCN NI Level 5 Diploma in Leadership and Management in Health and Social Care (Adult Residential Management) (Northern Ireland)	
Total Qualification Time (TQT):	900 hours
Total Credits Required:	90 credits
Guided Learning Hours (GLH):	647 hours

7.4 How to Achieve the Qualification

To achieve the OCN NI Level 5 Diploma in Leadership and Management in Health and Social Care (Adult Residential Management) (Northern Ireland) learners must successfully complete 90 credits of which 71 credits must come from the 14 mandatory units, and 19 credits from the remaining optional units.

***Note: Barred units (only one of the following units will count towards qualification achievement)**

- Independent Advocacy in Mental Health Services
- Providing Independent Advocacy to Adults

8. Assessment Structure

This qualification is assessed through internal assessment and each unit is accompanied by specific assessment criteria that define the requirements for achievement.

8.1 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.

8.2 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. This section explains the operational framework of these units. It is imperative that all educators, assessors, Internal Verifiers, and other personnel overseeing the qualification review and familiarise themselves with this section to ensure a comprehensive understanding of how these units function.

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within this qualification are level 5.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Possible Content:** This provides indicative content to assist in teaching and learning.

9. Qualification Summary by Unit

OCN NI Level 5 Diploma in Leadership and Management in Health and Social Care (Adult Residential Management) (Northern Ireland)

Total Qualification Time (TQT) for this qualification: 900 hours

Guided Learning Hours (GLH) for this qualification: 647 hours

To achieve this qualification learners must successfully complete 90 credits of which 71 credits must come from the 14 mandatory units, and 19 credits from the remaining optional units.

***Note: Barred units (only one of the following units will count towards qualification achievement)**

- Independent Advocacy in Mental Health Services
- Providing Independent Advocacy to Adults

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
Mandatory units					
F/618/5468	CBF106	Manage Effective Communication Systems and Processes	5	40	Five
J/618/5469	CBF107	Promote Professional Development	4	25	Five
A/618/5470	CBF108	Champion Equality, Diversity, Inclusion and Person-Centred Practice	7	60	Five
F/618/5471	CBF109	Lead, Manage and Implement Health and Safety and Risk Management Policies, Procedures and Practices	5	33	Five
J/618/5472	CBF110	Work in Partnership	4	26	Five
L/618/5473	CBF111	Develop Professional Supervision Practice	5	39	Five
R/618/5474	CBF112	Manage Health and Social Care Services to Ensure Positive Outcomes for Individuals	5	35	Five

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
Y/618/5475	CBF113	Manage Quality Assurance and Quality Improvement	5	35	Five
D/618/5476	CBF114	Safeguarding and Protection	7	50	Five
H/618/5477	CBF115	Concerns and Complaints	6	40	Five
K/618/5478	CBF116	Appraise Staff Performance	4	32	Five
M/618/5479	CBF117	Lead and Manage a Team	6	40	Five
H/618/5480	CBF118	Understand Professional Leadership and Management	3	20	Five
M/618/5482	CBF120	Assess the Individual in Group Living	5	39	Five
Optional units					
K/618/5481	CBF119	Assess the Individual	6	42	Five
T/618/5483	CBF121	Recruitment and Selection within Health and Social Care	3	21	Five
A/618/5484	CBF122	Facilitate the Development of Effective Group Practice in Health and Social Care	6	42	Five
F/618/5485	CBF123	Facilitate Coaching and Mentoring of Practitioners in Health and Social Care	6	42	Five
J/618/5486	CBF124	Manage Induction in Health and Social Care	3	21	Five
L/618/5487	CBF125	Facilitate Change in Health and Social Care	6	42	Five
R/618/5488	CBF126	Manage an Inter-Professional Team in Health and Social Care	6	42	Five
Y/618/5489	CBF127	Manage Finances in Health and Social Care	4	28	Five
L/618/5490	CBF128	Developing and Implementing Operational Plans	3	21	Five

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
R/618/5491	CBF129	Lead the Management of Transitions	3	21	Five
Y/618/5492	CBF130	Lead Positive Behavioural Support	10	70	Five
D/618/5493	CBF131	Undertake a Research Project within Health and Social Care Services	10	70	Five
H/618/5494	CBF132	Lead Active Support Services Leadership	5	35	Five
K/618/5495	CBF133	Active Support: Lead Interactive Training	4	28	Five
M/618/5496	CBF134	Promote Access to Health Care for Individuals with Learning Disabilities	6	42	Five
T/618/5497	CBF135	Supporting Individuals with Autistic Spectrum Conditions	5	35	Five
A/618/5498	CBF136	Sensory Loss Awareness	3	21	Five
K/618/5500	CBF137	Support the Use of Assistive Technology in Health and Social Care	4	28	Five
F/618/5504	CBF138	Understand Models of Disability	5	35	Five
J/618/5505	CBF139	Supporting Individuals with Sensory Loss with Communication	5	35	Five
L/618/5506	CBF140	Supporting Individuals with Multiple Conditions and Disabilities	5	35	Five
R/618/5507	CBF141	Independent Mental Capacity Advocacy	10	70	Five
Y/618/5508	CBF142	*Independent Advocacy in Mental Health Services	7	49	Five
D/618/5509	CBF143	*Providing Independent Advocacy to Adults	5	35	Five
R/618/5510	CBF144	Professional Practice in Health and Social Care for Adults	6	42	Five

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
Y/618/5511	CBF145	Supporting Adults who have Experienced Harm or Abuse	5	35	Five
D/618/5512	CBF146	Leading and Managing Infection Prevention and Control within Health and Social Care	6	42	Five
H/618/5513	CBF147	Leading and Managing Dementia Care Services	6	42	Five
K/618/5514	CBF148	Leading and Managing Practice in Supporting Individuals to Take Positive Risks	4	28	Five
M/618/5515	CBF150	Managing Disciplinary Processes in Health and Social Care	6	42	Five
T/618/5516	CBF151	Leading and Managing End of Life Care Services	7	49	Five
A/618/5517	CBF152	Recognising Indications of Substance Misuse and the Referral Process	4	28	Five
F/618/5518	CBF153	Emergency Planning in Health and Social Care Settings	5	35	Five
J/618/5519	CBF154	Managing Domiciliary Services	6	42	Five

10. Unit Content

Title	Manage Effective Communication Systems and Processes
Level	Five
Credit Value	5
Guided Learning Hours (GLH)	40
OCN NI Unit Code	CBF106
Unit Reference No	F/618/5468
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and develop the knowledge and skills required to improve communication systems for meeting individual outcomes and promoting partnership working through the use of effective management of information.	
Learning Outcomes	Assessment Criteria
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 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 colleagues 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, colleagues and others. 3.4. Evaluate own communication skills and plan for improvement.
4. Be able to use information management systems that meet legal requirements and agreed ways of working.	4.1. Produce and maintain accurate, complete, retrievable and up to date records used in the management of a health and social care service. 4.2. Utilise records and reports to inform judgments and decisions. 4.3. Implement information communication technology (ICT) systems appropriately for the exchange and storage of information.

	4.4. Lead the sharing of information with others in a timely manner in line with agreed ways of working and practices relating to confidentiality	
5. Be able to improve communication systems and practices that support safe and effective service provision.	5.1. Analyse the effectiveness of existing communication systems and practices. 5.2. Propose improvements to communication systems and practices in order to enhance effectiveness. 5.3. Lead the implementation of a revised communication system or practice.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners’ work	Electronic portfolio E-tests

Title	Promote Professional Development
Level	Five
Credit Value	4
Guided Learning Hours (GLH)	25
OCN NI Unit Code	CBF107
Unit Reference No	J/618/5469
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and develop the knowledge and skills required to promote professional duty in order to maintain the currency of practice through self-reflection and effective professional development.	
Learning Outcomes	Assessment Criteria
1. Understand the principles of professional development.	1.1. Explain the importance of continually improving knowledge and practice. 1.2. Analyse potential barriers to professional development. 1.3. Compare the use of different sources and systems of support for professional development. 1.4. Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date.
2. Be able to prioritise goals and targets for own professional development.	2.1. Evaluate own knowledge and performance against standards and benchmarks. 2.2. Prioritise development goals and targets to meet expected standards.
3. Be able to prepare a professional development plan.	3.1. Identify own learning style using a recognised assessment tool. 3.2. Select learning opportunities to meet development objectives. 3.3. Produce a plan for own professional development, using an appropriate source of support. 3.4. Establish a process to evaluate the effectiveness of the plan.
4. Be able to improve your practice through reflective practice.	4.1. Analyse the use of reflective practice in own setting. 4.2. Explain the importance of reflective practice to improve your performance. 4.3. Use reflective practice and feedback from others to improve your performance. 4.4. Evaluate how your practice has been improved through: <ul style="list-style-type: none"> i) reflection on best practice ii) reflection on poor practice

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Champion Equality, Diversity, Inclusion and Person-Centred Practice
Level	Five
Credit Value	7
Guided Learning Hours (GLH)	60
OCN NI Unit Code	CBF108
Unit Reference No	A/618/5470
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and develop the knowledge and skills required to initiate and support a whole systems approach in order to effectively promote equality, diversity, inclusion and person-centred practice.	
Learning Outcomes	Assessment Criteria
1. Understand diversity, equality, inclusion and person-centred practice in own area of responsibility.	1.1. Explain two models of practice that underpin equality, diversity and inclusion in own area of responsibility. 1.2. Evaluate how active participation enhances the well-being and quality of life of individuals. 1.3. Analyse the potential effects of barriers to equality and inclusion in own area of responsibility in relation to: i) individuals who use the service ii) staff 1.4. Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility. 1.5. Explain how person-centred practice can result in positive changes in the lives of the individuals who use the service.
2. Be able to champion equality, diversity, inclusion and person-centred practice.	2.1. Promote equality, diversity and inclusion in policy and practice. 2.2. Challenge discrimination and exclusion in policy and practice. 2.3. Provide others with information about: i) the effects of discrimination ii) the impact of inclusion iii) the value of diversity 2.4. Support others to challenge discrimination and exclusion.
3. Be able to lead person-centred practice.	3.1. Support others to work with individuals to establish their history, preferences, wishes and needs. 3.2. Support others to implement person-centred practice. 3.3. Support others to work with individuals to review approaches to meet individuals' needs and preferences. 3.4. Support others to work with individuals to adapt approaches in response to individuals' emerging needs or preferences.

4. Understand how to develop systems and processes that promote diversity, equality and inclusion.	4.1. Analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion. 4.2. Evaluate the effectiveness of systems and processes in the promotion of: i) equality ii) diversity iii) inclusion iv) and active participation in own area of responsibility 4.3. Propose two improvements to address gaps or shortfalls in systems and processes.
5. Be able to manage the risks presented when balancing individual rights and professional duty of care.	5.1. Describe three potential ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care. 5.2. Explain the principle of informed choice. 5.3. Describe three ways in which the principle of informed choice is applied in own area of responsibility. 5.4. Explain how issues of individual capacity may affect informed choice and valid consent. 5.5. Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Lead, Manage and Implement Health and Safety and Risk Management Policies, Procedures and Practices
Level	Five
Credit Value	5
Guided Learning Hours (GLH)	33
OCN NI Unit Code	CBF109
Unit Reference No	F/618/5471
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and develop the knowledge and skills required to maintain effective health, safety and risk management, including the development of policies, procedures and practices.	
Learning Outcomes	Assessment Criteria
1. Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices.	1.1. Explain the legislative framework for health, safety and risk management in the work setting. 1.2. Analyse how existing policies, procedures and practices in own setting meet health, safety and risk management requirements.
2. Be able to implement and monitor compliance with health, safety and risk management requirements.	2.1. Demonstrate compliance with health, safety and risk management procedures. 2.2. Support others to comply with legislative and organisational health, safety and risk management policies, procedures and practices relevant to their work. 2.3. Explain the actions to take when health, safety and risk management, procedures and practices are not being complied with. 2.4. Complete records and reports on health, safety and risk management issues according to legislative and organisational requirements.
3. Be able to lead the implementation of policies, procedures and practices to manage risk to individuals and others.	3.1. Contribute to the implementation of policies, procedures and practices to identify, assess and manage risk to individuals who use the service and to others. 3.2. Work with individuals and others to assess potential risks and hazards. 3.3. Work with individuals and others to manage potential risks and hazards.
4. Be able to promote a culture where needs and risks are balanced with health and safety practice.	4.1. Work with individuals and others to develop a balanced approach to risk management that takes into account: <ul style="list-style-type: none"> i) the potential benefits to individuals of positive risk taking ii) individuals' rights iii) the views and concerns of others 4.2. Evaluate own practice in promoting a balanced approach to risk management. 4.3. Analyse how helping others to understand the balance between risk and rights improves practice.
5. Be able to improve health, safety and risk management policies, procedures and practices.	5.1. Obtain feedback on health, safety and risk management policies, procedures and practices within own work setting from individuals and others.

		5.2. Evaluate the health, safety and risk management policies, procedures and practices within the work setting. 5.3. Identify areas of policies, procedures and practices that need improvement to ensure safety and protection in the work setting. 5.4. Recommend two changes to policies, procedures and practices that ensure safety and protection in the work setting.
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Work in Partnership
Level	Five
Credit Value	4
Guided Learning Hours (GLH)	26
OCN NI Unit Code	CBF110
Unit Reference No	J/618/5472
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and develop the knowledge and skills required to implement and promote effective partnership working.	
Learning Outcomes	Assessment Criteria
1. Understand partnership working and co-production	1.1. Identify the features of effective partnership working including co-production. 1.2. Explain the importance of partnership working and co-production with: i) colleagues ii) other professionals iii) others 1.3. Analyse how partnership working and co-production delivers better outcomes for individuals using the service. 1.4. Explain how to overcome barriers to partnership working and co-production.
2. Be able to establish and maintain working relationships with colleagues.	2.1. Explain own role and responsibilities in working with colleagues. 2.2. Develop and agree common objectives when working with colleagues. 2.3. Evaluate own working relationship with colleagues.
3. Be able to establish and maintain working relationships with other professionals.	3.1. Explain own role and responsibilities in working with other professionals. 3.2. Develop procedures for effective working relationships with other professionals. 3.3. Agree common objectives when working with other professionals within the boundaries of own role and responsibilities. 3.4. Evaluate procedures for working with other professionals. 3.5. Deal constructively with any conflict that may arise with other professionals.
4. Be able to work in partnership with others (to include the individuals who use the service, their families, their carers, significant others and advocates).	4.1. Develop procedures for effective working relationships with others. 4.2. Agree common objectives when working with others within the boundaries of own role and responsibilities. 4.3. Evaluate procedures for working with others. 4.4. Deal constructively with any conflict that may arise with others. 4.5. Use appropriate approaches to address conflicts and dilemmas that may arise between individuals, staff and carers, families and significant others.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Develop Professional Supervision Practice
Level	Five
Credit Value	5
Guided Learning Hours (GLH)	39
OCN NI Unit Code	CBF111
Unit Reference No	L/618/5473
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and develop the knowledge and skills required to undertake the professional supervision of others.	
Learning Outcomes	Assessment Criteria
1. Understand the purpose of professional supervision.	1.1. Analyse the principles, scope and purpose of professional supervision. 1.2. Outline two theories and/or models of professional supervision. 1.3. Explain how the requirements of legislation, standards and policies and procedures influence professional supervision. 1.4. Explain how findings from research, critical reviews and inquiries can be used within professional supervision to promote improved practice. 1.5. Explain how professional supervision can protect the: i) individual ii) supervisor iii) supervisee
2. Understand how the principles of professional supervision can be used to inform performance management.	2.1. Explain the performance management cycle. 2.2. Analyse how professional supervision supports effective performance. 2.3. Analyse how key performance indicators can be used to measure practice.
3. Be able to undertake the preparation for professional supervision with supervisees.	3.1. Using research on the theories of power explain factors which may result in a power imbalance during professional supervision. 3.2. Explain how to address power imbalance in own supervision practice. 3.3. Agree with supervisee confidentiality, boundaries, roles and accountability within the professional supervision process. 3.4. Agree with supervisee the frequency and location of professional supervision. 3.5. Agree with supervisee sources of evidence that can be used to inform professional supervision. 3.6. Agree with supervisee actions to be taken in preparation for professional supervision.
4. Be able to provide effective professional supervision	4.1. Support supervisee to reflect on their own practice. 4.2. Provide positive feedback about the achievements of the supervisee. 4.3. Provide constructive feedback that can be used to improve performance. 4.4. Support supervisees to identify their own development needs. 4.5. Review and revise professional supervision targets to meet the identified objectives of the work setting. 4.6. Support supervisees to explore different methods of addressing challenging situations.

	4.7. Record agreed supervision decisions.
5. Be able to manage conflict situations during professional supervision.	5.1. Give two examples from own practice of managing conflict situations within professional supervision. 5.2. Reflect on own practice in managing conflict situations experienced during professional supervision process.
6. Understand how to evaluate own practice when conducting professional supervision.	6.1. Gather feedback from supervisee/s on own approach to supervision process. 6.2. Reflect on how to adapt your approach to own professional supervision to improve practice in light of feedback.

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
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Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners’ work	Electronic portfolio E-tests

Title	Manage Health and Social Care Services to Ensure Positive Outcomes for Individuals
Level	Five
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBF112
Unit Reference No	R/618/5474
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and develop the knowledge and skills required in the process of planning and achieving positive outcomes for individuals that underpin the personalisation agenda.	
Learning Outcomes	Assessment Criteria
1. Understand the theory and principles that underpin outcome-based practice.	1.1. Explain the term 'outcome-based practice'. 1.2. Critically review two differing approaches to outcome-based practice. 1.3. Analyse the effect of legislation and policy on outcome-based practice. 1.4. Explain how outcome-based practice can result in positive changes in individuals' lives.
2. Be able to lead practice that promotes social, emotional, cultural, spiritual and intellectual well-being for those using the service.	2.1. Explain the psychological basis for well-being. 2.2. Promote a culture among the workforce of considering all aspects of individuals' well-being in day to day practice. 2.3. Review the extent to which systems and processes promote individual well-being.
3. Be able to lead practice that promotes individuals' health.	3.1. Demonstrate the effective use of resources to promote good health and healthy choices in all aspects of the provision. 3.2. Use appropriate methods to meet the health needs of individuals. 3.3. Implement practice and protocols for involving appropriate professional health care expertise for individuals. 3.4. Develop a plan to ensure the workforce has the necessary training to recognise individual health care needs.
4. Be able to lead inclusive provision that gives individuals' choice and control over the outcomes they want to achieve.	4.1. Explain the necessary steps in order for individuals to have choice and control over decisions. 4.2. Implement systems and processes for recording the identification, progress and achievement of outcomes. 4.3. Manage resources so that individuals can achieve positive outcomes. 4.4. Monitor and evaluate progress towards the achievement of identified outcomes. 4.5. Develop a plan to ensure the workforce has the necessary training to support individuals to achieve outcomes.

5. Be able to manage effective working partnerships with carers, families and significant others to achieve positive outcomes.	5.1. Analyse the importance of effective working relationships with carers, families and significant others for the achievement of positive outcomes for individuals using the service. 5.2. Implement systems, procedures and practices that engage carers, families and significant others to support individuals in the identification, planning and achievement of positive outcomes. 5.3. Use appropriate approaches to address conflicts and dilemmas that may arise between individuals, staff and carers, families and significant others. 5.4. Explain how legislation and regulation influences working relationships with carers, families and significant others. 5.5. Implement safe and confidential recording systems and processes to provide effective information sharing and recording.
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Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Manage Quality Assurance and Quality Improvement
Level	Five
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBF113
Unit Reference No	Y/618/5475
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and develop the knowledge and skills required to manage quality assurance and quality improvement systems in own work setting.	
Learning Outcomes	Assessment Criteria
1. Understand the context of quality assurance and quality improvement.	1.1. Analyse how legislative and regulatory frameworks and relevant reports inform quality management. 1.2. Explain the concepts of quality assurance and quality improvement. 1.3. Analyse how quality standards can influence positive outcomes for individuals who use the service. 1.4. Analyse three methods that can be used to measure the achievement of quality standards. 1.5. Explain how quality assurance standards relate to performance management.
2. Be able to lead the implementation of a quality assurance process.	2.1. Provide information to team members and others which can develop their knowledge of quality standards. 2.2. Develop systems and processes to measure achievements of quality indicators. 2.3. Monitor service compliance with quality indicators. 2.4. Support team members to carry out their roles in implementing quality processes.
3. Be able to deliver a quality improvement plan.	3.1. Work with staff and others to identify an area of service for quality improvement. 3.2. Produce an approved quality improvement plan outlining the necessary steps needed to achieve the identified quality improvement outcomes. 3.3. Implement the quality improvement plan in collaboration with staff and others and in line with organisational policies and procedures. 3.4. Monitor implementation of the quality improvement plan. 3.5. Evaluate the impact of the quality improvement plan on the service provision. 3.6. Adapt the quality improvement plan to address issues as they arise.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	<p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes</p> <p>OR</p> <p>A collection of documents containing work that shows the learner's progression through the course</p>	<p>Learner notes/written work</p> <p>Learner log/diary</p> <p>Peer notes</p> <p>Record of observation</p> <p>Record of discussion</p>
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Learner log</p>
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Tutor notes/record</p> <p>Learner log/diary</p>
E-assessment	The use of information technology to assess learners' work	<p>Electronic portfolio</p> <p>E-tests</p>

Title	Safeguarding and Protection
Level	Five
Credit Value	7
Guided Learning Hours (GLH)	50
OCN NI Unit Code	CBF114
Unit Reference No	D/618/5476
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and develop the knowledge and skills required to protect and safeguard adults at risk using the appropriate actions to take and procedures to follow while understanding the legal and regulatory basis for safeguarding.	
Learning Outcomes	Assessment Criteria
1. Understand the legislation, regulations and policies that underpin the protection of adults at risk.	1.1. Analyse the concept of safeguarding in relation to current policy. 1.2. Explain the legislative framework for safeguarding adults at risk. 1.3. Evaluate the impact of relevant policy developments on approaches to safeguarding adults at risk in own setting. 1.4. Evaluate how serious case reviews or inquiries have influenced quality assurance, regulation and inspection relating to the safeguarding of adults at risk. 1.5. Explain the protocols and referral procedures when harm or abuse is alleged or suspected.
2. Understand the policies, procedures and practices in adult social care for safe working with children and young people.	2.1. Explain the policies, procedures and practices for safe working with children and young people. 2.2. Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding. 2.3. Describe the actions to take, in line with policies and procedures, if a child or young person in an identified setting: i) alleges harm or abuse ii) you suspect abuse 2.4. Explain the rights that children, young people and their families have in situations where harm or abuse is suspected or alleged.
3. Understand the use of restrictive practices within social care.	3.1. Explain what is meant by restrictive practices. 3.2. Explain the legal implications and impact of using restrictive practice including why it must be proportionate and used only as a last resort. 3.3. Describe situations where restrictive practices might need to be used, in accordance with organisational policies and procedures.

4. Be able to lead service provision for safeguarding.	4.1. Ensure the provision of high quality and current information to staff and others relating to safeguarding. 4.2. Promote a culture where the individual's needs and choices are balanced with expectations of safeguarding protocols. 4.3. Follow agreed protocols for working in partnership with others: i) within own organisation ii) outside of own organisation 4.4. Challenge ineffective practice in the promotion of the safeguarding of adults at risk.
5. Be able to monitor and evaluate the systems, processes and practice that safeguards adults at risk.	5.1. Monitor the use of restrictive practices in order to promote person centred practice. 5.2. Evaluate the effectiveness of systems, procedures and partnership working for safeguarding in own service setting. 5.3. Provide feedback to others on practice that supports the safeguarding of adults at risk. 5.4. Recommend proposals for improvements in safeguarding systems and procedures in own service setting.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Concerns and Complaints
Level	Five
Credit Value	6
Guided Learning Hours (GLH)	40
OCN NI Unit Code	CBF115
Unit Reference No	H/618/5477
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and develop the knowledge and skills required to develop, implement, and review effective procedures and practices through the use of the relevant regulatory requirements, codes of practice and guidance to address concerns and complaints.	
Learning Outcomes	Assessment Criteria
1. Understand the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints.	1.1. Identify the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints in own area of work. 1.2. Analyse how regulatory requirements, standards of conduct and practice and relevant guidance for managing concerns and complaints affect service provision within own area of work.
2. Be able to implement procedures to address concerns and complaints.	2.1. Explain why individuals might be reluctant to raise concerns and make complaints. 2.2. Outline steps that can be taken to encourage individuals to raise concerns or complaints. 2.3. Ensure information on how to raise concerns and make complaints is available in accessible formats.
3. Be able to lead the implementation of procedures and practice for addressing concerns and complaints.	3.1. Promote a person-centred approach to addressing concerns and complaints. 3.2. Ensure that others are informed about the procedure for raising concerns or making complaints. 3.3. Use supervision to support staff to recognise and address concerns and complaints. 3.4. Implement systems and procedures which address concerns and complaints and fully inform the complainant of the outcome within agreed time frames.
4. Be able to review the procedures and practices for addressing concerns and complaints.	4.1. Monitor the use of systems and processes for addressing concerns and complaints. 4.2. Evaluate the effectiveness of systems and processes for addressing concerns and complaints. 4.3. Involve others in the review of procedures and practices for addressing concerns and complaints. 4.4. Show how own management practice has provided a culture where the organisation can learn from concerns and complaints. 4.5. Demonstrate how recommendations from concern and complaint investigations have been used to improve the quality of service.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Appraise Staff Performance
Level	Five
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBF116
Unit Reference No	K/618/5478
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and develop the knowledge and skills required to effectively appraise staff performance.	
Learning Outcomes	Assessment Criteria
1. Understand the policies and working models which underpin the appraisal of staff performance.	1.1. Explain policies and agreed ways of working for appraisals and how they are used to inform each of the following: i) achievement of objectives ii) overall performance iii) future objectives 1.2. Research and evaluate two models of staff appraisal, exploring their potential effectiveness and application in the work setting. 1.3. Explain the differences between appraisal and disciplinary processes. 1.4. Explain how to ensure power imbalances are not part of the appraisal processes.
2. Be able to facilitate preparation for appraisals.	2.1. Confirm with appraisee the objectives against which performance will be appraised. 2.2. Identify with the appraisee the actions they need to take to prepare for their appraisal. 2.3. Evaluate evidence gathered from a range of sources towards achievement of objectives. 2.4. Prepare paperwork for appraisal in line with work setting requirements.
3. Be able to support appraisee to participate in appraisal meetings.	3.1. Demonstrate how to prepare the environment for the appraisal meeting. 3.2. Support the appraisee to engage in an evaluation of their performance over the past year to include: i) areas of practice which have met or exceeded standards ii) areas for development 3.3. Provide feedback to appraisee on their performance over the past year to include: i) areas of practice which have met or exceeded standards ii) areas for development 3.4. Identify and agree with appraisee work objectives for forthcoming year. 3.5. Identify and agree with appraisee professional development plan for forthcoming year. 3.6. Record the appraisal in line with work setting requirements.
4. Be able to evaluate own practice during the appraisal process.	4.1. Evaluate with appraisee their experience of how the appraisal was conducted. 4.2. Reflect on own practice in managing the appraisal process.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Lead and Manage a Team
Level	Five
Credit Value	6
Guided Learning Hours (GLH)	40
OCN NI Unit Code	CBF117
Unit Reference No	M/618/5479
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and develop the knowledge and skills required to effectively lead and manage a team.	
Learning Outcomes	Assessment Criteria
1. Understand the features of effective team performance.	1.1. Explain the features of effective team performance. 1.2. Identify the challenges experienced by: i) developing teams ii) established teams 1.3. Explain how the identified challenges to effective team performance can be overcome. 1.4. Compare methods of addressing conflict within a team. 1.5. Identify four different management styles and analyse how they may influence team performance. 1.6. Analyse methods of developing and maintaining the following within a team: i) trust ii) accountability
2. Be able to support a positive culture within the team.	2.1. Identify the components of a positive culture within a team. 2.2. Demonstrate how own practice supports a positive culture in the team. 2.3. Use systems and processes to support a positive culture in the team. 2.4. Encourage creative and innovative ways of working within the team.
3. Be able to support a shared team vision.	3.1. Identify the factors that influence the vision and strategic direction of the team. 3.2. Communicate the vision and strategic direction to own team members. 3.3. Support the team to promote a shared vision when working with others. 3.4. Evaluate how the vision and strategic direction of the organisation influences team practice. 3.5. Evaluate how the needs and feedback from services users can influence the vision and strategic direction of the organisation.
4. Be able to develop a plan with team members to meet agreed objectives.	4.1. Identify team objectives. 4.2. Analyse how the skills, interests, knowledge and expertise within the team can meet agreed objectives. 4.3. Facilitate team members to actively participate in the planning process. 4.4. Encourage the sharing of skills and knowledge between team members. 4.5. Agree roles, responsibilities and personal objectives with team members. 4.6. Use a solution-focused approach to support team members to address identified challenges.

5. Be able to manage team performance.

- 5.1. Monitor and evaluate progress towards agreed objectives.
- 5.2. Provide feedback on performance to the team as a whole **and** to individual team members.
- 5.3. Provide recognition when individual and team objectives have been achieved.
- 5.4. Explain how team members are managed when performance does not meet requirements.

Assessment Guidance

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Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understand Professional Leadership and Management	
Level	Five	
Credit Value	3	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CBF118	
Unit Reference No	H/618/5480	
Unit purpose and aim(s): This unit will enable the learner to understand and develop the knowledge and skills required to improve practice through the use of the theories of management and leadership in adult social care.		
Learning Outcomes		Assessment Criteria
1. Understand theories of leadership and management.		1.1. Review two theories and two models of leadership and management. 1.2. Explain the interdependencies between leadership and management. 1.3. Analyse the potential conflicts between the application of leadership and management. 1.4. Explain how such conflicts can be addressed.
2. Understand the skills and values of professional leadership and management in adult social care		2.1. Analyse the skills required in adult social care to be: i) an effective leader ii) an effective manager 2.2. Explain why both sets of skills are necessary in adult social care. 2.3. Analyse how leadership influences the values of an organisation.
3. Understand the strategy and policy direction that impacts leadership and management in adult social care.		3.1. Identify key legislative and policy developments which have impacted adult social care services. 3.2. Analyse two emerging themes which may impact service delivery in adult social care. 3.3. Analyse how regulatory frameworks influence the leadership and management of adult social care.
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Assess the Individual in Group Living
Level	Five
Credit Value	5
Guided Learning Hours (GLH)	39
OCN NI Unit Code	CBF120
Unit Reference No	M/618/5482
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and develop the knowledge and skills required to provide individuals with the opportunities to achieve positive outcomes by effectively managing group living.	
Learning Outcomes	Assessment Criteria
1. Be able to develop the physical group living environment to promote positive outcomes for individuals.	1.1. Review two current theoretical approaches to group living provision for adults. 1.2. Evaluate the impact of legal and regulatory requirements on the physical group living environment. 1.3. Review the balance between maintaining an environment that is safe and secure while promoting freedom and choice. 1.4. Explain how the physical environment can promote well-being. 1.5. Justify proposals for providing and maintaining high quality decorations and furnishings for group living. 1.6. Develop an inclusive approach to decision making about the physical environment.
2. Be able to lead the planning, implementation and review of daily living activities	2.1. Evaluate the impact of legislation and regulation on daily living activities. 2.2. Support others to plan and implement daily living activities that meet individual needs and preferences. 2.3. Develop systems to ensure individuals are central to decisions about their daily living activities. 2.4. Oversee the review of daily living activities.
3. Be able to promote positive outcomes in a group living environment.	3.1 Evaluate how group living can promote positive outcomes for individuals. 3.2 Review the ways in which group activities may be used to promote the achievement of individual positive outcomes. 3.3 Ensure that individuals are supported to maintain and develop relationships. 3.4 Demonstrate effective approaches to resolving any conflicts and tensions in group living.

4. Be able to manage a positive group living environment.	4.1. Evaluate the effects of the working schedules and patterns on a group living environment. 4.2. Recommend changes to working schedules and patterns as a result of evaluation. 4.3. Develop a workforce development plan for the group living environment. 4.4. Support staff to recognise professional boundaries whilst developing and maintaining positive relationships with individuals. 4.5. Use appropriate methods to raise staff awareness of the group dynamics in a group living environment. 4.6. Review the effectiveness of approaches to resource management in maintaining a positive group living environment.
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Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Assess the Individual
Level	Five
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBF119
Unit Reference No	K/618/5481
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and develop the knowledge and skills required to use different forms of assessment of the individual in the context of partnership working.	
Learning Outcomes	Assessment Criteria
1. Understand the assessment process.	1.1. Compare and contrast the range and purpose of different forms of assessment used in adult social care. 1.2. Explain how partnership working can positively support the assessment process.
2. Be able to lead and contribute to assessments.	2.1. Initiate early assessment of the individual. 2.2. Support the active participation of the individual in shaping the assessment process. 2.3. Undertake assessments within the boundaries of own role. 2.4. Make recommendations to support referral processes.
3. Be able to manage the outcomes of assessment.	3.1. Develop a plan of care or support in collaboration with the individual and others which meets the identified needs of the individual. 3.2. Implement interventions and referrals which will contribute to positive outcomes for the individual.
4. Be able to promote others' understanding of the role of assessment.	4.1. Develop others' understanding of the importance and functions of chosen assessment tool(s). 4.2. Develop others' understanding that assessment may have both positive and negative impacts on the individual and their family. 4.3. Develop others' understanding of the importance and nature of their contributions to the assessment process.
5. Review and evaluate the effectiveness of the assessment process.	5.1. Review the assessment process based on feedback from the individual and others. 5.2. Evaluate the outcomes of the review. 5.3. Develop an action plan to address the findings and to improve the assessment process.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Assess the Individual in Group Living
Level	Five
Credit Value	5
Guided Learning Hours (GLH)	39
OCN NI Unit Code	CBF120
Unit Reference No	M/618/5482
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and develop the knowledge and skills required to provide individuals with the opportunities to achieve positive outcomes by effectively managing group living.	
Learning Outcomes	Assessment Criteria
5. Be able to develop the physical group living environment to promote positive outcomes for individuals.	5.1. Review two current theoretical approaches to group living provision for adults. 5.2. Evaluate the impact of legal and regulatory requirements on the physical group living environment. 5.3. Review the balance between maintaining an environment that is safe and secure while promoting freedom and choice. 5.4. Explain how the physical environment can promote well-being. 5.5. Justify proposals for providing and maintaining high quality decorations and furnishings for group living. 5.6. Develop an inclusive approach to decision making about the physical environment.
6. Be able to lead the planning, implementation and review of daily living activities	6.1. Evaluate the impact of legislation and regulation on daily living activities. 6.2. Support others to plan and implement daily living activities that meet individual needs and preferences. 6.3. Develop systems to ensure individuals are central to decisions about their daily living activities. 6.4. Oversee the review of daily living activities.
7. Be able to promote positive outcomes in a group living environment.	3.5 Evaluate how group living can promote positive outcomes for individuals. 3.6 Review the ways in which group activities may be used to promote the achievement of individual positive outcomes. 3.7 Ensure that individuals are supported to maintain and develop relationships. 3.8 Demonstrate effective approaches to resolving any conflicts and tensions in group living.

8. Be able to manage a positive group living environment.	8.1. Evaluate the effects of the working schedules and patterns on a group living environment. 8.2. Recommend changes to working schedules and patterns as a result of evaluation. 8.3. Develop a workforce development plan for the group living environment. 8.4. Support staff to recognise professional boundaries whilst developing and maintaining positive relationships with individuals. 8.5. Use appropriate methods to raise staff awareness of the group dynamics in a group living environment. 8.6. Review the effectiveness of approaches to resource management in maintaining a positive group living environment.
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Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Recruitment and Selection within Health and Social Care	
Level	Five	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBF121	
Unit Reference No	T/618/5483	
Unit purpose and aim(s): This unit will enable the learner to understand and develop the knowledge and skills required to recruit and select staff within the health and social care settings.		
Learning Outcomes	Assessment Criteria	
1. Understand the recruitment and selection processes in health and social care settings.	1.1. Explain the impact of the following on selection and recruitment processes in own setting: a) legislative requirements b) regulatory requirements c) professional codes d) agreed ways of working 1.2. Summarise circumstances when it may be necessary to seek specialist expertise in relation to recruitment and selection. 1.3. Analyse how two serious case reviews or inquiries have contributed to improved or new policies and procedures within recruitment which safeguard adults who are at risk.	
2. Be able to contribute to the recruitment process in health and social care settings.	2.1. Review job descriptions and personal and professional specifications in order to meet work setting objectives. 2.2. Work with others to establish the criteria and methods that will be used in the recruitment and selection process. 2.3. Work with individuals as required in the recruitment process.	
3. Be able to participate in the selection process in health and social care settings.	3.1. Use agreed methods and criteria to assess and select candidates. 3.2. Feedback on the selection process according to the policies and procedures of own setting.	
4. Be able to evaluate the recruitment and selection processes in health and social care settings.	4.1. Evaluate the recruitment and selection methods and criteria used in own setting identifying possible recommendations for areas of improvement.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Facilitate the Development of Effective Group Practice in Health and Social Care
Level	Five
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBF122
Unit Reference No	A/618/5484
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and develop the knowledge and skills required to effectively facilitate groups, support individuals' rights within the group process and enable groups to deal with conflicts.	
Learning Outcomes	Assessment Criteria
1. Understand facilitation styles and their influence on how groups develop and function in health and social care settings.	1.1. Analyse the impact of two theories or models on group work practice. 1.2. Summarise the actions to be taken to form and maintain a cohesive and effective group. 1.3. Summarise how different facilitation styles may influence the following on groups: a) dynamics b) lifecycle c) outcomes d) development of roles 1.4. Explain the importance of having a clear group purpose, function and desired outcomes. 1.5. Analyse the importance of participant engagement in achieving group outcomes
2. Be able to create an environment and utilise methods that facilitates effective groups in health and social care settings.	2.1. Summarise methods that may be utilised in order to facilitate groups. 2.2. Prepare an environment that is conducive to the functioning of a group. 2.3. Work with a group to negotiate and agree acceptable group and individual behaviour and conduct. 2.4. Work with a group to negotiate and agree tasks, desired outcomes and ways of working.
3. Be able to facilitate a group in health and social care settings.	3.1. Summarise three methods to accommodate different learning styles within a group. 3.2. Facilitate a group session where participants are engaged and understand their roles and responsibilities within the group. 3.3. Intervene effectively and appropriately in a group session to improve the learning process.
4. Be able to enhance learning through the constructive use of power, authority and influence in group work in health and social care settings.	4.1. Demonstrate inclusive practice when facilitating groups. 4.2. Explain how to support consensus and manage conflict within a group. 4.3. Explain how to challenge excluding or discriminatory behaviour. 4.4. Demonstrate how to manage diverse group behaviours. 4.5. Summarise when it is appropriate to refer issues and areas of concern.

5. Be able to monitor and review the work of a group in health and social care settings.	5.1. Work with a group to agree monitoring and review processes. 5.2. Implement systems and processes to monitor and review the progress of a group. 5.3. Evaluate the effectiveness of a group in relation to identified outcomes. 5.4. Evaluate own strengths and areas for development in own practice of facilitating groups.
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Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Facilitate Coaching and Mentoring of Practitioners in Health and Social Care
Level	Five
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBF123
Unit Reference No	F/618/5485
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and develop the knowledge and skills required to support and evaluate the impact of coaching and mentoring of practitioners in health and social care.	
Learning Outcomes	Assessment Criteria
1. Understand coaching and mentoring in health and social care settings.	1.1. Summarise the differences between coaching and mentoring. 1.2. Summarise circumstances when coaching would be an appropriate method of supporting learning at work. 1.3. Summarise circumstances when mentoring would be an appropriate method of supporting learning at work. 1.4. Explain how coaching and mentoring complement other methods of supporting learning. 1.5. Analyse how coaching and mentoring at work can promote the business objectives of a work setting. 1.6. Evaluate the management implications of supporting coaching and mentoring in a work setting. 1.7. Explain how coaching and mentoring in a work setting can contribute to a learning culture. 1.8. Explain the importance of meeting the learning needs of coaches and mentors.
2. Be able to promote coaching and mentoring of practitioners in health and social care settings.	2.1. Demonstrate how to encourage practitioner participation through the promotion of coaching and mentoring in a work setting. 2.2. Support practitioners to identify learning needs where it would be appropriate to use coaching and mentoring where applicable. 2.3. Explain the different types of information, advice and guidance that can support learning in a work setting. 2.4. Demonstrate a solution-focused approach to promoting coaching and mentoring in a work setting.
3. Be able to identify and plan for the coaching and mentoring needs of practitioners in health and social care settings.	3.1. Use different information sources to determine the coaching and mentoring needs of practitioners in a work setting. 3.2. Plan coaching and mentoring activities.

4. Be able to support and implement coaching and mentoring activities in health and social care settings.	4.1. Support and implement coaching and mentoring activities in accordance with agreed plan to include: a) selection of appropriate coach or mentor b) meeting the support needs of those working with peers c) evaluation of coaching and mentoring against plan
5. Be able to review the outcomes of coaching and mentoring in health and social care settings.	5.1. Review how coaching and mentoring in a work setting has supported business objectives. 5.2. Evaluate the potential impacts of coaching and mentoring on service provision within health and social care settings. 5.3. Evaluate how to support the future development of coaching and mentoring in a work setting.

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners’ work	Electronic portfolio E-tests

Title	Manage Induction in Health and Social Care
Level	Five
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF124
Unit Reference No	J/618/5486
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and develop the knowledge and skills required to manage staff induction processes.	
Learning Outcomes	Assessment Criteria
1. Understand the purpose of staff induction for health and social care settings.	1.1. Explain why a planned and structured staff induction process is important for the following: a) practitioners b) individuals c) organisations 1.2. Summarise information and support materials available to promote effective induction. 1.3. Explain the link between induction processes, qualifications and progression routes within health and social care. 1.4. Analyse the role of the induction process in supporting others to understand the values, principles and agreed ways of working within a work setting. 1.5. Explain the role of the induction process in the safeguarding of individuals and others within a work setting.
2. Be able to develop and manage the induction process in health, social care work settings.	2.1. Summarise factors that may influence the induction process for practitioners. 2.2. Develop an induction programme in agreement with others. 2.3. Manage the induction process for practitioners effectively.
3. Be able to support the implementation of induction processes in health, social care work settings.	3.1. Summarise at least three different methods that can be used to support the induction process for practitioners. 3.2. Support others to understand their roles in the induction of practitioners. 3.3. Evaluate the effectiveness of the induction process using feedback from others. 3.4. Evaluate the effectiveness of the induction process using feedback from practitioner
4. Be able to provide feedback and plan practitioner personal development as part of the induction process	4.1. Provide feedback to practitioners on achievement of induction requirements. 4.2. Support personal development planning for a practitioner on completion of induction.
5. Be able to evaluate the induction process in health and social care settings.	5.1. Explain the importance of continuous organisational improvement in the provision of induction. 5.2. Evaluate the effectiveness of the induction process using feedback from others identifying possible areas for improvement. 5.3. Evaluate the effectiveness of the induction process using feedback from practitioner identifying possible areas for improvement.

6. Be able to implement improvements to the induction process in health and social care settings.	6.1. Work with others to identify possible improvements within the induction process. 6.2. Work with others to implement appropriate changes to enable improvements identified in AC 6.1.
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Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Facilitate Change in Health and Social Care
Level	Five
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBF125
Unit Reference No	L/618/5487
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills to facilitate effective and lasting organisational change.	
Learning Outcomes	Assessment Criteria
1. Understand the principles of change management in health and social care settings.	1.1. Analyse the main factors that drive organisational change. 1.2. Summarise two underpinning theories of change management. 1.3. Describe effective approaches, tools and techniques that support the change process. 1.4. Explain the importance of effective change management in order to maintain a quality service provision.
2. Be able to facilitate a shared understanding of the need for change in health and social care settings.	2.1. Summarise two methods to promote the benefits of change to each of the following: a) staff b) service users 2.2. Analyse three challenges that may arise during the process of change. 2.3. Facilitate others to express their views about proposed changes.
3. Be able to develop an approved change management plan in health and social care settings.	3.1. Analyse the impact of a proposed change to a given service provision. 3.2. Produce a change management plan that addresses the impact identified in AC 3.1. including plan outcomes and performance criteria. 3.3. Identify and obtain approvals if required for the change management plan.
4. Be able to gain support for a proposed change in health and social care settings.	4.1. Demonstrate how to be a positive role model when introducing change. 4.2. Summarise two strategies that address resistance to change. 4.3. Implement a communication strategy to support others to understand a proposed change.
5. Be able to implement approved change management plans in health and social care settings.	5.1. Agree roles and responsibilities for implementing change management plan. 5.2. Support others to carry out their agreed roles in a change management plan. 5.3. Explain why it is important to adapt the change management plan to address issues as they arise. 5.4. Establish strategies for ensuring that the quality of service for individuals is maintained during a period of change.

6. Be able to evaluate the change management process in health and social care settings.	6.1. Negotiate with others to gain agreement on systems to monitor the effectiveness of the change management plan developed in AC 3.2. 6.2. Work with others to review the change against the management plan outcomes and performance criteria identified in AC 3.2. and impact on individuals.
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Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Manage an Inter-Professional Team in Health and Social Care
Level	Five
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBF126
Unit Reference No	R/618/5488
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to effectively manage inter-professional teams through the promotion of person-centred practice in health and social care.	
Learning Outcomes	Assessment Criteria
1. Understand the principles of inter-professional working within health and social care settings.	1.1. Analyse how inter-professional working promotes positive outcomes for individuals. 1.2. Explain the complexities of working in inter-professional teams. 1.3. Explain how the principles of inter-professional teamwork is influenced by each of the following: a) legislative frameworks b) regulation c) government initiatives d) professional codes of practice or professional standards e) service objectives
2. Be able to manage service objectives through the inter-professional team in health and social care settings.	2.1. Work with others to identify how inter-professional team objectives contribute to service objectives. 2.2. Develop a plan to meet and manage service objectives and allocate roles and responsibilities accordingly.
3. Be able to promote inter-professional team working in health and social care settings.	3.1. Develop and establish governance arrangements within inter-professional working arrangements to include: a) accountability b) lines of communication c) professional supervision d) continuing professional development 3.2. Develop and establish protocols within inter-professional working arrangements to include: a) confidentiality and information sharing b) record keeping c) concerns and complaints 3.3. Summarise support available to enhance inter-professional working. 3.4. Support others to understand different roles within an inter-professional team. 3.5. Facilitate communication to promote effective team working and resolve possible conflict within an inter-professional team.
4. Be able to manage processes for inter-professional work with individuals in health and social care settings.	4.1. Explain why it is important to ensure that plans for individuals are based on a formal assessment. 4.2. Work with an inter-professional team to identify lead practitioners for the implementation of individuals' plans.

	<div>4.3. Agree roles and responsibilities of all those involved in implementing plans and processes for effectiveness exchange of relevant information .</div> <div>4.4. Develop processes for the review of individuals’ plans.</div>
5. Be able to evaluate the effectiveness of inter-professional team work in health and social care settings.	<div>5.1. Work with others to monitor the effectiveness of the inter-professional team against service objectives.</div> <div>5.2. Summarise why it is important to work with others to identify:<div>a) areas of best practice</div><div>b) areas for improvement</div></div> <div>5.3. Work with others to develop an action plan to improve inter-professional team work.</div>

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners’ work	Electronic portfolio E-tests

Title	Manage Finances in Health and Social Care
Level	Five
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBF127
Unit Reference No	Y/618/5489
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge, skills and protocols required to manage finance in own area of responsibility in a health and social care.	
Learning Outcomes	Assessment Criteria
1. Understand financial management in own work setting.	1.1. Explain the importance of effective financial management systems within own work setting. 1.2. Summarise relevant sources of funding that are used to develop a budget for own work setting. 1.3. Summarise the roles, responsibilities and accountability of individuals involved in financial management within own work setting.
2. Be able to plan budget requirements for own area of responsibility.	2.1. Work with others to calculate the financial resources required to meet objectives within own area of responsibility. 2.2. Communicate budget requirements within remit of role and responsibility to inform overall budget plan. 2.3. Analyse the impact of an insufficient budget on the following: a) service delivery b) individuals who use the service c) staff 2.4. Explain the importance of working with others to prioritise budget allocation in own area of responsibility.
3. Be able to manage a budget within own limits of responsibility.	3.1. Explain financial management systems available to monitor budget for own area of responsibility. 3.2. Agree roles and responsibilities of others in recording financial expenditure. 3.3. Calculate planned expenditure over a given financial period. 3.4. Monitor actual spend against budget. 3.5. Analyse variances and discrepancies between budget and actual expenditure. 3.6. Implement corrective action within own limits of responsibility to address any variances and discrepancies identifying when it may be appropriate to refer to others. 3.7. Revise budget to take account of variances, discrepancies and new developments.
4. Be able to evaluate financial expenditure within own area of responsibility.	4.1. Evaluate causes of variances and discrepancies in budget review. 4.2. Report on findings from budget reviews including recommendations for adjustments to budget planning and management.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Developing and Implementing Operational Plans	
Level	Five	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBF128	
Unit Reference No	L/618/5490	
Unit purpose and aim(s): This unit will enable the learner to understand the knowledge and skills required to develop, implement, monitor and review operational plans for own area of responsibility.		
Learning Outcomes		Assessment Criteria
1. Understand operational objectives within own area of responsibility and how they align to own organisational objectives.	1.1. Summarise operational objectives within own area of responsibility. 1.2. Analyse how own operational objectives identified in AC 1.1 can be aligned to organisational objectives.	
2. Be able to develop and implement operational plans in own area of responsibility including evaluation of associated risks.	2.1. Evaluate risks associated with operational plans, including contingency arrangements and support from relevant stakeholders. 2.2. Develop and implement operational plans within own area of responsibility.	
3. Be able to monitor, review and evaluate operational plans in own area of responsibility.	3.1. Monitor and review procedures within the operational plan. 3.2. Evaluate operational plans and implement any necessary actions.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners’ work	Electronic portfolio E-tests

Title	Lead the Management of Transitions	
Level	Five	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBF129	
Unit Reference No	R/618/5491	
<i>Unit purpose and aim(s):</i> 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	Assessment Criteria	
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. 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 implement plans to build on own strengths and abilities. 2.4. Support workers to identify any additional help they may require to assist individuals through transition and change.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Lead Positive Behavioural Support
Level	Five
Credit Value	10
Guided Learning Hours (GLH)	70
OCN NI Unit Code	CBF130
Unit Reference No	Y/618/5492
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to lead the promotion of positive behaviour and safe responses by individuals who have complex needs and behaviour which severely challenge services.	
Learning Outcomes	Assessment Criteria
1. Understand the theoretical background and current policy context of Positive Behavioural Support (PBS).	1.1. Summarise two theories which underpin PBS. 1.2. Evaluate how current policy informs PBS Practice.
2. Be able to conduct a functional analysis of an individual requiring PBS.	2.1. Explain the importance of ensuring functional analysis is based on formal assessment. 2.2. Work with others to produce behavioural assessment reports. 2.3. Implement indirect assessment schedules, collect direct observation data and triangulate and analyse data collected. 2.4. Develop and test a hypothesis on the function of identified challenging behaviours.
3. Be able to develop and lead person-centred, primary prevention strategies.	3.1. Establish a set of primary prevention interventions with others to address all fast and slow behavioural triggers identified via a functional analysis of challenging behaviour 3.2. Develop a daily schedule of structured activities and required support with others to maximise an individual's participation. 3.3. Develop a detailed teaching procedure of a specific skill in conjunction with others to address an identified challenging behaviour. 3.4. Lead the implementation of agreed person-centred primary prevention interventions. 3.5. Apply tests of social validity to all primary interventions designed for an individual.
4. Be able to develop and lead secondary prevention strategies.	4.1. Demonstrate how to identify and define in conjunction with others the early warning signs of agitation particular to an individual. 4.2. Construct with others a set of secondary prevention strategies derived from the functional analysis of an individual's behaviour. 4.3. Lead the implementation of agreed person-centred secondary prevention interventions. 4.4. Apply tests of social validity to all secondary interventions designed for an individual.
5. Be able to evaluate the appropriateness of the use of reactive strategies.	5.1. Critically compare the use of non-aversive and aversive reactive strategies. 5.2. Justify the use or absence of reactive strategies for an individual. 5.3. Determine the post-incident support needs of an individual in conjunction and others to include the following timeframes: a) immediate b) intermediate

	c) long term
6. Be able to lead the implementation of a PBS Plan.	6.1. Work in conjunction with others to produce a PBS Plan for an individual to promote a positive culture and environment which contains the following strategies: a) primary b) secondary c) reactive 6.2. Support others to understand the detail of a PBS Plan 6.3. Support others to develop knowledge, understanding and skills to implement the PBS Plan 6.4. Provide constructive feedback to others on their implementation of the PBS Plan.
7. Be able to manage the review of the implementation of a PBS Plan.	7.1. Explain how the attitudes and skills of others may impact on a PBS Plan. 7.2. Work in conjunction with others to review the plan using the PBS Plan Checklist to make amendments as required. 7.3. Develop and implement a Positive Monitoring Process. 7.4. Develop an individualised Periodic Service Review.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Undertake a Research Project within Health and Social Care Services
Level	Five
Credit Value	10
Guided Learning Hours (GLH)	70
OCN NI Unit Code	CBF131
Unit Reference No	D/618/5493
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge, skills and processes required to undertake a research project within health and social care services.	
Learning Outcomes	Assessment Criteria
1. Be able to identify a research topic within health and social care services and develop a preliminary plan.	1.1. Investigate and identify an appropriate research topic within health and social care services. 1.2. Develop a preliminary plan which takes account of: a) the aims and objectives of the research project b) how to gain the necessary authorisation and permissions c) ethical considerations
2. Understand research methodologies and the importance and use of valid and reliable data.	2.1. Critically compare two different types of research methodologies. 2.2. Evaluate different methods and tools used to collect and analyse data . 2.3. Explain the importance of validity and reliability of data used within research.
3. Be able to plan and carry out a research project within health and social care services.	3.1. Investigate and identify sources of support which will enhance research. 3.2. Obtain all necessary authorisation and permissions. 3.3. Develop a detailed research project plan. 3.4. Carry out a research project in line with plan identified in AC 3.3 to include: a) selection and use of research methodologies b) literature review c) research questions to be addressed d) recording and collating of data
4. Be able to analyse research findings to inform project conclusions, recommendations and application.	4.1. Use appropriate data analysis methods to inform findings of research project carried out in AC 3.4 to include: a) development of conclusions b) reflection in relation to literature review c) project recommendations and application within practice

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Lead Active Support Services Leadership
Level	Five
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBF132
Unit Reference No	H/618/5494
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills to effectively lead active support services for those who manage others to deliver direct support and assistance to individuals.	
Learning Outcomes	Assessment Criteria
1. Understand the active support model and its impact on individuals.	1.1. Explain what is meant by the active support model. 1.2. Evaluate how person-centred values and aims are addressed using the principles of the active support model for individuals 1.3. Summarise possible practical changes within a work setting which may improve individuals' independence, informed choice and quality of life and how to lead and manage their implementation
2. Be able to use practice leadership to promote positive interaction.	2.1. Explain the principles underpinning practice leadership. 2.2. Explain how others are supported to understand positive interaction. 2.3. Demonstrate how others are supported to develop skills to interact positively with individuals. 2.4. Demonstrate how others are supervised and provide constructive feedback to others on their positive interaction with individuals.
3. Be able to use practice leadership in supporting others to develop and implement person-centred daily plans to promote participation.	3.1. Summarise how others are supported to develop daily plans to promote participation. 3.2. Demonstrate how others are supported to organise and deliver assistance to meet individuals' need and preferences. 3.3. Support others to identify and take remedial action to ensure a valued range of activities for individuals are available throughout the day, avoiding lengthy periods of disengagement.
4. Be able to use practice leadership in supporting others to maintain and enhance individuals' quality of life.	4.1. Demonstrate how others are supported to review and revise the quality of support provided to individuals. 4.2. Support others to evaluate the extent to which individuals' participation over time represents the balance of activity associated with a valued lifestyle. 4.3. Support others to improve the quality of an individual's participation, addressing the range, frequency and duration of activities, and the individual's skills, personal preferences and self and social image.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Active Support: Lead Interactive Training	
Level	Five	
Credit Value	4	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBF133	
Unit Reference No	K/618/5495	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to deliver interactive training to staff and volunteers who provide direct support and targeted assistance to individuals.		
Learning Outcomes		Assessment Criteria
1. Understand the theoretical background to person-centred interactive training.	1.1. Explain what is meant by person-centred interactive training. 1.2. Summarise the key factors that make training effective in improving others performance and the service outcomes. 1.3. Explain how the three-stage training model can be used in interactive training. 1.4. Summarise the theory of positive interaction. 1.5. Explain the process of person-centred interactive training.	
2. Be able to plan person-centred interactive training sessions to enhance whole team performance.	2.1. Work in conjunction with others in developing the training plan, to ensure the needs of individuals are met. 2.2. Develop a timetable of scheduled in situ training sessions for others working directly with individuals. 2.3. Explain to others the preparation required prior to person-centred interactive training.	
3. Be able to lead person-centred interactive training sessions.	3.1. Summarise the aims and process of person-centred interactive training sessions with those to be trained. 3.2. Assess the performance of staff through direct observation using a structured and standardised format. 3.3. Demonstrate the skills required and process to be used during direct observation of staff.	
4. Be able to provide support to improve the performance of others.	4.1. Support the improvement of performance of others through constructive feedback including: a) a structured and standardised format b) demonstrating the required skills and values which promotes best practice 4.2. Demonstrate how to evaluate when others have achieved a satisfactory level of performance.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	the learner's progression through the course	
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Promote Access to Health Care for Individuals with Learning Disabilities
Level	Five
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBF134
Unit Reference No	M/618/5496
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to lead, supervise and influence others to support individuals with learning disabilities to access and meet their health care needs.	
Learning Outcomes	Assessment Criteria
1. Understand issues relating to the access of health care services for individuals with learning disabilities.	1.1. Summarise the rights-based approach to accessing health care services. 1.2. Summarise inequalities in accessing health care services for different sections of the population. 1.3. Analyse how at least one investigation, inquiry or report has demonstrated the need for improved access and services for individuals with learning disabilities. 1.4. Summarise the impact of legislation, policy and guidance underpinning the need for health care services to enable access to individuals with a learning disability. 1.5. Analyse how legislation, policy and guidance relating to capacity and consent should inform working with individuals considering and receiving treatment.
2. Understand the impact of health care and its provision on individuals with learning disabilities.	2.1. Analyse trends of the health care needs among individuals with learning disabilities. 2.2. Explain systematic approaches that may support better health and health care for individuals with a learning disability. 2.3. Summarise the difficulties in diagnosing particular health conditions in individuals with a learning disability.
3. Understand good practice in supporting people with a learning disability to access health care services.	3.1. Analyse the effectiveness of existing communication systems and practices in supporting individuals to meet their health care needs. 3.2. Summarise at least three different ways of working in partnership with persons or organisations in order to support the health care needs of individuals. 3.3. Explain how to promote access to health care through the use of reasonable adjustments. 3.4. Analyse the rights of others significant to the individual to be involved in planning health care services.
4. Understand how to lead and support others to develop, implement, monitor and review plans for health care.	4.1. Explain how to champion a person-centred focus to the health care planning process. 4.2. Summarise factors to consider when and leading and supporting others to develop and implement plans for health care. 4.3. Explain how to support others to monitor and review plans for health care.

	<div>4.4. Explain how to challenge health care providers and services when required to advocate with or on behalf of individuals.</div> <div>4.5. Explain how to support others to raise concerns and challenge health care services.</div>
5. Be able to develop a person-centred strategy and systems to support others to meet the health care needs of individuals with a learning disability.	<div>5.1. Develop a person-centred strategy to underpin work with an individual with a learning disability to identify and meet their health care needs.</div> <div>5.2. Develop systems to support others to work across a range of healthcare services to meet the health needs of individuals with a learning disability.</div> <div>5.3. Work with others to ensure that systems meet the health care needs of individuals with a learning disability.</div> <div>5.4. Evaluate the impact of systems in meeting the health care needs of individuals with a learning disability.</div>
6. Be able to promote good practice to others in their support of individuals with learning disabilities to access healthcare.	<div>6.1. Explain the importance of showing leadership in the promotion of promotion of good practice in the support of individuals with learning disabilities to access healthcare.</div> <div>6.2. Demonstrate how to promote the effective use of communication methods to others to enable individuals to understand their healthcare needs and available options.</div> <div>6.3. Demonstrate how to promote partnership working to meet the health care needs of individuals with learning disabilities.</div> <div>6.4. Demonstrate how to promote awareness of the use of reasonable adjustments to enable individuals with learning disabilities to access health care services.</div> <div>6.5. Work to ensure the appropriate involvement of others significant to the individual in planning and delivering health care.</div>

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	<div>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes</div> <div>OR</div> <div>A collection of documents containing work that shows the learner’s progression through the course</div>	<div>Learner notes/written work</div> <div>Learner log/diary</div> <div>Peer notes</div> <div>Record of observation</div> <div>Record of discussion</div>

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Supporting Individuals with Autistic Spectrum Conditions
Level	Five
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBF135
Unit Reference No	T/618/5497
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills needed to effectively manage and support others to provide quality outcomes for individuals with Autistic Spectrum Conditions (ASC).	
Learning Outcomes	Assessment Criteria
1. Understand how the different and evolving theories about autism reflect the complexity of ASC.	1.1. Summarise the defining features of ASC and the impact on service provision. 1.2. Evaluate the shift from the categorical view to the spectrum view of autism, with reference to different conditions on the autistic spectrum. 1.3. Summarise the implications for practice of controversies concerning the search for cures and interventions for ASC. 1.4. Summarise historical and current perspectives on the causes of autism. 1.5. Explain the importance of a person-centred approach which focuses on the individual not the diagnosis. 1.6. Analyse how stereotypical views and prejudices of others might impact on the lives of individuals with ASC.
2. Understand the implications of the legal and policy framework underpinning the support of individuals with ASC.	2.1. Explain the key features of legislation, national and local policies and guidance and how they support and impact on individuals with ASC. 2.2. Explain the applicability of legislation, policies and guidance to people, services or situations impacted by ASC. 2.3. Explain the influence of autism advocacy groups in highlighting shortcomings in legislation, policy and guidance and in advocating for change.
3. Be able to promote good practice in the support of individuals with ASC.	3.1. Summarise why it is important that workers apply different approaches, interventions and strategies according to the individual's needs and wishes identified in their person-centred support plan. 3.2. Develop practice guidance to maximise consistency and stability in the environment for the individual. 3.3. Work to ensure the use of structured activities to optimise individuals' learning. 3.4. Demonstrate ways of supporting others to minimise the vulnerability of individuals with ASC. 3.5. Implement strategies which support others to apply, monitor and review positive behavioural support with individuals. 3.6. Support others to work in partnership with parents and where applicable other informal carers or support networks.

	3.7. Evaluate working practices and strategies to ensure good practice making recommendations if required.	
4. Be able to develop, promote and support positive communication strategies to others for individuals with ASC.	4.1. Analyse the implications for practice of the link between behaviour and communication. 4.2. Develop strategies to support others to understand the link between behaviour and communication. 4.3. Demonstrate how to maximise effective communication for the individual through liaison with the following: a) family b) carers – if applicable c) relevant professionals 4.4. Support others to implement alternative and augmented communication systems which enable individuals to communicate effectively.	
5. Be able to develop and implement strategies to support individuals with ASC to manage their sensory experiences.	5.1. Summarise the main types of sensory and perceptual difficulties that many individuals with ASC experience. 5.2. Develop a sensory management strategy in conjunction with appropriate professional support and partnership working. 5.3. Implement a sensory management strategy to meet the needs of individuals who have problems with sensory processing. 5.4. Create environments which prevent sensory overload or increase sensory stimulation, depending on the needs of the individual.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Sensory Loss Awareness	
Level	Five	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBF136	
Unit Reference No	A/618/5498	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to support workers to devise, implement and review strategies to promote awareness of sensory loss in the context of an individual's life.		
Learning Outcomes		Assessment Criteria
1. Understand how to raise awareness of sensory loss.		1.1. Research methods for raising awareness of sensory loss and how different agencies can support this.
2. Be able to raise awareness of sensory loss.		2.1. Select and agree actions with the individual and others to promote awareness of sensory loss across the following: a) communities b) organisations c) within the individual's life 2.2. Support others to carry out the agreed actions as identified in AC 2.1
3. Be able to review actions to promote awareness of sensory loss.		3.1. Review the outcomes of actions developed in AC 2.2 in relation to the following: a) individuals with sensory loss b) own work c) partnership working d) agreed ways of working e) awareness raising 3.2. Provide feedback to others on the effectiveness of an awareness raising activity.
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title		Support the Use of Assistive Technology in Health and Social Care
Level		Five
Credit Value		4
Guided Learning Hours (GLH)		28
OCN NI Unit Code		CBF137
Unit Reference No		K/618/5500
<i>Unit purpose and aim(s):</i> 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		Assessment Criteria
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 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.
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understand Models of Disability	
Level	Five	
Credit Value	5	
Guided Learning Hours (GLH)	35	
OCN NI Unit Code	CBF138	
Unit Reference No	F/618/5504	
Unit purpose and aim(s): This unit will enable the learner to understand models of disability and how they impact on individuals and organisations.		
Learning Outcomes	Assessment Criteria	
1. Understand theoretical models of disability.	1.1. Critically compare two different theoretical models of disability taking account of: a) individuals' experience b) how these have shaped organisational structures and outcomes	
2. Be able to analyse and implement agreed ways of working in the context of models of disability.	2.1. Analyse how agreed ways of working can promote particular models of disability. 2.2. Make recommendations for agreed ways of working that actively promote empowerment and participation. 2.3. Implement agreed actions based on recommendations identified in AC 2.2 in the context of own role.	
3. Be able to develop and implement activities that promote others' awareness of models of disability.	3.1. Develop activities that increase the awareness by others of: a) models of disability b) how they are experienced by individuals c) how they shape organisational structure and agreed ways of working. 3.2. Implement planned activities identified in AC 3.1 and evaluate the outcomes.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Supporting Individuals with Sensory Loss with Communication	
Level	Five	
Credit Value	5	
Guided Learning Hours (GLH)	35	
OCN NI Unit Code	CBF139	
Unit Reference No	J/618/5505	
Unit purpose and aim(s): This unit enables the learner to understand the knowledge and skills required to differentiate between language and communication and to support the use of a range of communication methods with individuals with sensory loss.		
Learning Outcomes		Assessment Criteria
1. Understand language development.	1.1. Explain the differences between language and communication. 1.2. Analyse the relationship between culture and language. 1.3. Explain how an understanding of language and communication can inform practice.	
2. Understand factors that affect the language and communication of an individual with sensory loss.	2.1. Compare and contrast the impact of congenital and acquired sensory loss on both communication and language. 2.2. Explain the potential impacts of a deteriorating condition on an individual's ability to communicate.	
3. Be able to evaluate specialist communication systems.	3.1. Evaluate the strengths and weakness of specialist communication systems Identifying when they may be used.	
4. Be able to support an individual with communication.	4.1. Evaluate the suitability of a range of communication methods to meet the needs of an individual. 4.2. Demonstrate a range of suitable communication methods to an individual and others. 4.3. Adapt communication methods according to an individual's need, context and preferences.	
5. Be able to support others to make use of specialist communication.	5.1. Advise others regarding specialist communication. 5.2. Support others to make use of specialist communication with an individual.	
6. Be able to review communication work.	6.1. Review how communication support to individuals meets identified needs in relation to each of the following: a) own work b) agreed ways of working c) partnership working	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	the learner's progression through the course	
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Supporting Individuals with Multiple Conditions and Disabilities	
Level	Five	
Credit Value	5	
Guided Learning Hours (GLH)	35	
OCN NI Unit Code	CBF140	
Unit Reference No	L/618/5506	
Unit purpose and aim(s): This unit enables the learner to understand the knowledge and skills required to review and improve service provision for individuals with multiple conditions and disabilities.		
Learning Outcomes		Assessment Criteria
1. Understand the implications of multiple conditions and disabilities for individuals.	1.1. Explain how each of the following: a) disability b) gender c) age d) ethnicity e) socio-economic status correlates to various conditions. 1.2. Explain how multiple conditions and disabilities can impact on the individual. 1.3. Evaluate using examples how service delivery for individuals with multiple conditions and disabilities may be modified to improve outcomes.	
2. Be able to support an individual with multiple conditions and disabilities.	2.1. Work in conjunction with the individual and others to provide support. 2.2. Provide advice and expertise to support the assessment and referral of an individual with multiple conditions and disabilities. 2.3. Use referral processes to secure services for the individual.	
3. Be able to develop others to support the individual with multiple conditions and disabilities.	3.1. Develop strategies to improve the practice of others at both an individual and organisational level. 3.2. Demonstrate how to effectively provide advice and information to others who support individuals with multiple conditions and disabilities.	
4. Be able to review service provision for individuals with multiple conditions and disabilities.	4.1. Review service provision for individuals with multiple conditions and disabilities including evaluation of: a) own role b) the extent to which individuals needs are met with others 4.2. Implement actions agreed as a result of review undertaken in AC 4.1.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	the learner's progression through the course	
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Independent Mental Capacity Advocacy
Level	Five
Credit Value	10
Guided Learning Hours (GLH)	70
OCN NI Unit Code	CBF141
Unit Reference No	R/618/5507
<i>Unit purpose and aim(s):</i> This unit enables the learner to understand the knowledge and skills required to provide the Independent Mental Capacity Advocate (IMCA) support as detailed within the Mental Capacity Act (Northern Ireland) 2016.	
Learning Outcomes	Assessment Criteria
1. Understand the Mental Capacity Act (Northern Ireland) 2016.	1.1. Summarise the key principles of the Mental Capacity Act (Northern Ireland) 2016. 1.2. Analyse the powers available within the Mental Capacity Act (Northern Ireland) 2016. 1.3. Research provisions within the Mental Capacity Act (Northern Ireland) 2016. 1.4. Explain who may be affected by the Mental Capacity Act (Northern Ireland) 2016 and why.
2. Understand how to provide Independent Mental Capacity Advocacy.	2.1. Interpret the Mental Capacity (Northern Ireland) Act 2016 to identify when there is a duty and a power to instruct an IMCA. 2.2. Analyse the role and responsibilities of an IMCA. 2.3. Summarise the rights afforded to an IMCA within the Mental Capacity Act (Northern Ireland) 2016. 2.4. Prioritise own case work in line with the Mental Capacity Act (Northern Ireland) 2016. 2.5. Summarise potential challenges which IMCAs can face in practice. 2.6. Critically compare the differences between IMCA and general advocacy. 2.7. Summarise how to assess and resolve conflicts of interest when undertaking the role of an IMCA. 2.8. Summarise the role of commissioners. 2.9. Signpost those who qualify to other appropriate services.
3. Be able to work with the decision maker when carrying out role as an IMCA.	3.1. Summarise the role of the decision maker when working with the IMCA identifying good practice in partnership working. 3.2. Summarise possible difficulties and challenges which may be faced when the decision maker is working in partnership with the IMCA. 3.3. Apply processes and requirements for accepting a new referral in line with legal criteria. 3.4. Evaluate the process used to assess capacity of an individual. 3.5. Explain how to respond to decision makers who do not co-operate with partnership working. 3.6. Explain how an IMCA can positively contribute to working in partnership with families.
4. Understand how to challenge decisions made by the decision maker.	4.1. Explain how to appropriately challenge decisions made by the decision maker by

	raising concerns during and after the decision-making process
5. Be able to work with people who lack capacity.	<p>5.1. Demonstrate how to work with people who lack capacity including:</p> <ul style="list-style-type: none"> a) using effective communication methods b) using non-instructed Advocacy to identify the wishes and preferences of people receiving IMCA support c) using strategies to work with people with dementia or learning disabilities d) ascertaining the wishes and preferences of people who lack capacity
6. Be able to work with accommodation and care review referrals.	<p>6.1. Demonstrate how to work with accommodation and care review referrals to:</p> <ul style="list-style-type: none"> a) identify sources of support in researching information and establishing appropriate options. b) compare types of accommodation and their suitability c) identify possible care packages to enable people to stay at home d) research sources of information to inform alternative courses of action as required <p>6.2. Explain the potential impact that the decision for referral may have on the individual.</p> <p>6.3. Explain the function of a range of regulatory bodies.</p>
7. Be able to work with serious medical treatment referrals.	<p>7.1. Explain what is meant by serious medical treatment and the criteria by which it is determined.</p> <p>7.2. Summarise relevant sources of support in researching and gathering information.</p> <p>7.3. Explain the potential impact referral decisions may have on the individual.</p> <p>7.4. Research sources of information to inform alternative courses of action as required.</p> <p>7.5. Explain the importance of seeking a second medical opinion.</p> <p>7.6. Explain possible risks, benefits and ethical issues connected to medical treatments.</p> <p>7.7. Explain the process of medical referrals to in order access medical treatment.</p>
8. Be able to work with adult protection referrals.	<p>8.1. Explain the different stages at which the IMCA may be instructed within adult protection procedures.</p> <p>8.2. Summarise using examples situations where the IMCA may represent the individual during adult protection meetings.</p> <p>8.3. Analyse regional adult protection procedures.</p> <p>8.4. Explain how the guidelines for IMCA in adult protection proceedings referrals may be applied.</p> <p>8.5. Research and gather information to inform adult protection referrals.</p> <p>8.6. Explain protection plans which may be formulated within adult protection strategy meetings.</p>

	8.7. Summarise possible issues that may occur when communicating with families in adult protection cases.	
9. Be able to develop an Independent Mental Capacity Advocacy report that meets statutory requirements	9.1. Develop a written IMCA report that: a) meets statutory requirements b) includes issues to be addressed c) demonstrates good practice in case recording 9.2. Explain what should not be included in an IMCA report. 9.3. Explain the impact of data protection legislation on case recording.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners’ work	Electronic portfolio E-tests

Title	Independent Advocacy in Mental Health Services
Level	Five
Credit Value	7
Guided Learning Hours (GLH)	49
OCN NI Unit Code	CBF142
Unit Reference No	Y/618/5508
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to provide Independent Advocacy in the context of mental health as detailed within the Mental Health (Northern Ireland) Order 1986 and Mental Capacity Act (Northern Ireland) 2016.	
Learning Outcomes	Assessment Criteria
1. Understand how mental health legislation affects individuals who qualify for Independent Advocacy services in the context of mental health	1.1. Explain the key principles of the following Mental Health legislation: a) Mental Health (Northern Ireland) Order 1986 b) Mental Capacity Act (Northern Ireland) 2016. 1.2. Analyse powers within the Mental Health (Northern Ireland) Order 1986 and subsequent amendments. 1.3. Explain the process of compulsion and its relationship to the Mental Health (Northern Ireland) Order 1986. 1.4. Research significant safeguards enshrined within the Mental Health (Northern Ireland) Order 1986.
2. Be able to provide Independent Advocacy in the context of mental health.	2.1. Use the Mental Health (Northern Ireland) Order 1986 to identify when an individual is entitled to receive Independent Advocacy support. 2.2. Analyse the roles and responsibilities of an Independent Advocate. 2.3. Summarise rights afforded to an Independent Advocate within the Mental Health (Northern Ireland) Order 1986. 2.4. Demonstrate how to prioritise a given case workload. 2.5. Summarise potential difficulties which may be faced within Independent Advocate practice and how they may be resolved. 2.6. Summarise and respond to common advocacy issues for qualifying individuals. 2.7. Summarise treatment options available to an individual who is subject to compulsion under the Mental Health (Northern Ireland) Order 1986. 2.8. Signpost qualifying individuals to other appropriate services recording required information. 2.9. Explain how physical environments can impact on individuals.
3. Be able to respond to requests for Independent Advocacy support.	3.1. Summarise those who can refer individuals to the Independent Advocacy service. 3.2. Implement and review referral processes for Independent Advocacy services. 3.3. Respond to referrals as required sign posting individuals to advocacy services as appropriate.

4. Be able to engage with other professionals.	4.1. Summarise key people and services the Independent Advocate is likely to come into contact with. 4.2. Demonstrate how to effectively explain the role of the Independent Advocate's role to others. 4.3. Summarise appropriate strategies to negotiate effectively with other professionals. 4.4. Respond to difficulties and challenges which may be faced in negotiating with other professionals.
5. Be able to respond to individuals who have diverse needs.	5.1. Explain how an individual's mental health needs may impact on daily living. 5.2. Support individuals who have mental health needs. 5.3. Use appropriate methods to communicate with individuals who have mental health needs taking into account their cultural and spiritual needs. 5.4. Explain how diversity impacts on response to individuals 5.5. Signpost appropriate specialist support services that qualifying individuals may wish to access. 5.6. Evaluate how the personal and cultural identity of an Independent Advocate may impact on the advocacy relationship.
6. Be able to assess and address risk in the workplace.	6.1. Summarise possible situations that may present risks to the Independent Advocate and appropriate response. 6.2. Explain how to use supervision to address concerns.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Providing Independent Advocacy to Adults
Level	Five
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBF143
Unit Reference No	D/618/5509
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to provide Independent Advocacy to adults in a range of settings including care homes, hospital wards, community settings, secure settings, supported housing, prisons, day centres and police stations.	
Learning Outcomes	Assessment Criteria
1. Be able to provide Independent Advocacy support to adults in different settings.	1.1. Summarise different settings and their impact on adults who may require the support of an advocate. 1.2. Analyse the potential negative impact of different environments and demonstrate how they may be addressed. 1.3. Promote the advocacy service in different settings. 1.4. Explain the difficulties advocates may encounter in practice and demonstrate how they may be addressed. 1.5. Explain why it is important to support adults to self-advocate. 1.6. Apply standards for Independent Advocacy appropriate to own region.
2. Be able to treat the individual receiving advocacy support in a way that respects their individuality.	2.1. Explain why it is important to identify and take into account an individual's personal values. 2.2. Use communication methods appropriate to the individual. 2.3. Address barriers that may prevent people being treated as an individual. 2.4. Apply underpinning advocacy principles of empowerment and person-centred practice to respect people as individuals. 2.5. Explain how cultural backgrounds, myths and assumptions may impact on an advocacy relationship. 2.6. Demonstrate how to appropriately end an advocacy relationship in a positive manner.
3. Be able to assist the individual receiving advocacy support to explore choices and potential consequences.	3.1. Assist individuals to access and explore different sources of information on options available help the individual and to make informed choices. 3.2. Research legislation on relevant human, service and legal rights for the individual 3.3. Act on the choices and preferred options of an individual.
4. Be able to support adults in meetings.	4.1. Explain the purpose and function of different meetings an individual may participate in and roles and responsibilities of people involved. 4.2. Support an individual to participate in different meetings.

5. Be able to ensure appropriate safeguarding procedures at work.	5.1. Support staff to use supervision to identify good practice and areas for improvement in safeguarding. 5.2. Maintain accurate supervision records . 5.3. Summarise adult protection procedures in own region. 5.4. Apply adult protection procedures to identify when it is appropriate to disclose information and breach confidentiality. 5.5. Summarise organisational procedures for responding to disclosures of abuse.
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Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Professional Practice in Health and Social Care for Adults	
Level	Five	
Credit Value	6	
Guided Learning Hours (GLH)	42	
OCN NI Unit Code	CBF144	
Unit Reference No	R/618/5510	
Unit purpose and aim(s): This unit enables the learner to develop the professional practice skills as a leader and manager within health and social care services.		
Learning Outcomes	Assessment Criteria	
1. Understand theories that underpin practice within health and social care.	1.1. Summarise theories that underpin practice within health and social care, including: a) human development and growth b) identity and self esteem c) loss and change d) psychological and sociological perspectives of social issues e) prejudice and discrimination	
2. Be able to lead the implementation of values, principles and statutory frameworks that underpin service provision in own area of work.	2.1. Analyse how values, principles and statutory frameworks underpin service provision in own area of work. 2.2. Implement in own setting, values and principles that underpin service provision. 2.3. Implement in own setting, statutory frameworks that underpin service provision. 2.4. Support others to implement values and principles that underpin service provision.	
3. Be able to lead the use of evidence-based practice in the provision of health and social care services.	3.1. Analyse how evidence-based practice can be used to inform service provision. 3.2. Lead the implementation of evidence-based practice in own setting. 3.3. Evaluate the use of evidence-based practice in own setting.	
4. Be able to engage others in reflective practice.	4.1. Critically compare models of reflective practice in own setting and how they may be applied. 4.2. Apply models for the use of: a) reflection on practice b) reflection in practice 4.3. Work with others to promote and engage in a culture that supports reflective practice.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Supporting Adults who have Experienced Harm or Abuse
Level	Five
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBF145
Unit Reference No	Y/618/5511
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to support individuals who have experienced harm or abuse.	
Learning Outcomes	Assessment Criteria
1. Understand own and others' roles and responsibilities when supporting individuals who have experienced harm or abuse.	1.1. Summarise own and others' roles and responsibilities when supporting individuals who have experienced harm or abuse.
2. Be able to support individuals to disclose harm or abuse.	2.1. Explain the importance of establishing trusting relationships with individuals who have experienced harm or abuse. 2.2. Support an individual to disclose any harm or abuse they have experienced at their own pace and to understand who this information will be shared with and why. 2.3. Explain why it is important to respond calmly and communicate with an individual appropriately according to their level of understanding when disclosing harm or abuse. 2.4. Obtain only necessary information in order to confirm that there is an allegation. 2.5. Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court. 2.6. Maintain detailed, accurate, timed, dated and signed records regarding disclosures of harm or abuse. 2.7. Summarise sources of further support in situations that are outside own expertise, experience, role and responsibility.
3. Be able to support individuals who have experienced harm or abuse.	3.1. Research and access information on how to support an individual who has experienced harm or abuse. 3.2. Work in conjunction with an individual, agreed key people and others to: a) establish safeguarding interventions outcomes b) understand implications from harm and abuse 3.3. Work in conjunction with agreed key people and others to support an individual to: a) deal with distress, fear and anxieties that may have been caused by harm or abuse b) develop positive coping strategies 3.4. Obtain support where the individual's behaviour gives cause for concern. 3.5. Explain when additional support may be required when dealing with own thoughts and feelings regarding the harm or abuse experienced.

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| 4. Be able to access support when dealing with own feelings when supporting individuals who have experienced harm or abuse. | 4.1. Use supervision to reflect on support provided to an individual and own feelings regarding the harm or abuse experienced.
4.2. Explain when additional support may be required when dealing with own thoughts and feelings regarding the harm or abuse experienced. |
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Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Leading and Managing Infection Prevention and Control within Health and Social Care
Level	Five
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBF146
Unit Reference No	D/618/5512
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to effectively lead and manage infection prevention and control within their own area of responsibility.	
Learning Outcomes	Assessment Criteria
1. Understand current infection prevention and control policies, procedures and practices.	1.1. Summarise policies for infection prevention and control in own region. 1.2. Evaluate how policies, procedures and practices in own work setting meet infection prevention and control regulatory requirements. 1.3. Explain own role and responsibilities in relation to infection prevention and control.
2. Be able to lead the implementation of policies and procedures for infection prevention and control.	2.1. Critically compare the differences between applying infection prevention policies and procedures in an individual's own home to that of a formal health and social care setting. 2.2. Explain how to apply a proportionate approach to the implementation of policies and procedures in different settings. 2.3. Demonstrate the effective communication of policies and procedures for infection prevention and control to others within the work setting. 2.4. Allocate the roles and responsibilities of others in order to meet infection prevention and control procedures within own work setting. 2.5. Manage compliance with procedures for infection prevention and control. 2.6. Explain actions to take when infection prevention and control procedures and practices are not being complied with.
3. Be able to manage processes and systems for the exchange of information regarding infections.	3.1. Explain why it is important to share information with others particularly during periods of rapidly changing infection prevention and control requirements. 3.2. Demonstrate how to provide effective and accurate information to others regarding infections. 3.3. Manage processes for the exchange of information about infection between others. 3.4. Manage systems for maintaining records of suspected or diagnosed infections.
4. Be able to lead the practice of infection prevention and control.	4.1. Explain why infection prevention and control practice should be included in the following: a) job descriptions b) performance management 4.2. Demonstrate how to support staff to understand their role in minimising the risk of spreading infection.

	<ul style="list-style-type: none">4.3. Demonstrate how to provide access to adequate resources to enable staff to minimise the risks of infection.4.4. Monitor infection prevention and control practice.4.5. Demonstrate how to provide feedback to staff on their practice of infection prevention and control.4.6. Manage the learning and development needs for staff regarding infection prevention and control as part of:<ul style="list-style-type: none">a) inductionb) continuing professional development
5. Be able to manage risk assessment processes and reporting regarding infection prevention and control.	<ul style="list-style-type: none">5.1. Manage the implementation of risk assessment processes to minimise infection.5.2. Manage the implementation of controls identified from risk assessment processes in partnership with an individual and others.5.3. Manage risk management records.5.4. Manage the reporting of risks and hazards that are outside own area of responsibility.
6. Be able to evaluate the effectiveness of policies, procedures and practices for infection prevention and control.	<ul style="list-style-type: none">6.1. Analyse trends of reported patterns of infections in own work setting.6.2. Explain factors that contribute to spread and reduction of infection in own work setting.6.3. Evaluate the implementation of infection prevention and control procedures in own work setting identifying possible areas for improvement.

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Leading and Managing Dementia Care Services
Level	Five
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBF147
Unit Reference No	H/618/5513
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to effectively lead and manage dementia care services.	
Learning Outcomes	Assessment Criteria
1. Understand current policy, practice guidance and person-centred approaches for dementia care.	1.1. Analyse how current policy and practice guidance underpin service provision in dementia care. 1.2. Explain why a person-centred approach is the benchmark for practice in dementia care.
2. Be able to support others to develop an understanding of current research of the impact of dementia.	2.1. Support others to develop an understanding of current research regarding the following: <ul style="list-style-type: none"> a) causes of dementia b) impact of early onset dementia on individuals and their families 2.2. Support others to develop an understanding of the impact on the individuals with dementia and their families of: <ul style="list-style-type: none"> a) diagnosis b) treatment of dementia
3. Be able to lead dementia care services that promote the well-being of individuals with dementia.	3.1. Lead dementia care services that support staff to: <ul style="list-style-type: none"> a) promote a person-centred approach and contribute to care plans b) explore the stories and histories of individuals c) evaluate how physical and social environments impact on the well-being of individuals d) influence changes to the physical environment that meet the needs of individuals e) interact with individuals 3.2. Manage the ongoing assessment of the needs of individuals with dementia using appropriate methods.
4. Be able to lead and support staff to establish and maintain relationships with carers of individuals with dementia and resolve possible conflicts.	4.1. Lead and support staff to establish and maintain relationships with carers of individuals with dementia including: <ul style="list-style-type: none"> a) evaluation of the impact on carers b) partnership working with carers c) involving carers in assessment and care planning 4.2. Explain how to support staff to resolve possible conflicts with carers.

5. Be able to support staff to deliver dementia care.	5.1. Evaluate the potential impact on staff when supporting an individual with dementia. 5.2. Implement strategies to support staff who are delivering dementia care. 5.3. Provide learning and development opportunities to staff to enhance their knowledge, understanding and skills for dementia care.	
6. Be able to reflect on and improve own practice in leading the delivery of dementia care services.	6.1. Reflect on own practice in leading the delivery of dementia care services. 6.2. Develop plan to improve own practice in leading and managing dementia care services.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners’ work	Electronic portfolio E-tests

Title	Leading and Managing Practice in Supporting Individuals to Take Positive Risks
Level	Five
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBF148
Unit Reference No	K/618/5514
<i>Unit purpose and aim(s):</i> 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	Assessment Criteria
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: <ul style="list-style-type: none"> a) risk taking is compliant with risk assessment b) appropriate support is in place to enable the individual to undertake identified risks c) consent is obtained from individuals and others d) outcomes for individuals are reviewed
6. Be able to evaluate the practice of positive risk taking.	6.1. Evaluate with staff and others: <ul style="list-style-type: none"> a) risk assessment methods b) risk management model used c) the benefits to the individual from positive risk taking 6.2. Support staff to evaluate their practice in facilitating positive risk taking by individuals.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Managing Disciplinary Processes in Health and Social Care
Level	Five
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBF150
Unit Reference No	M/618/5515
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to be able to manage disciplinary processes in health and social care.	
Learning Outcomes	Assessment Criteria
1. Understand disciplinary processes in relation to health and social care settings.	1.1. Summarise how legislation, organisational policies and procedures relate to disciplinary processes. 1.2. Analyse the relationship between disciplinary and regulatory processes. 1.3. Summarise own role and role of others in relation to disciplinary processes. 1.4. Explain practice which would be considered as: a) performance issues that may lead to disciplinary proceedings b) gross misconduct 1.5. Explain the different approaches used to manage performance issues and gross misconduct. 1.6. Summarise sanctions which may be considered within a disciplinary process.
2. Be able to manage staff practice which falls below professional and organisational standards.	2.1. Consult with others to establish management options when practice falls below standards. 2.2. Use supervision to address with staff member, practice which falls below organisational standards and professional codes of conduct including: a) reflection on their practice and conduct b) evidence of their practice and conduct which falls below standards c) exploration of underlying issues d) setting of objectives to improve practice e) explanation of actions which will be taken if improvement is not achieved 2.3. Review with staff member objectives which have been set, to assess if improvements have been achieved. 2.4. Initiate disciplinary process where objectives have not been met. 2.5. Provide staff member with information about disciplinary processes including their rights.
3. Be able to compile and present evidence for a disciplinary proceeding.	3.1. Complete reports in line with work setting requirements to include: a) evidence of the complaint against the member of staff b) evidence of the process undertaken with the member of staff c) analysis of risks to others as a result of staff member's conduct 3.2. Present evidence in a disciplinary proceeding.

4. Be able to manage and review the outcomes of disciplinary processes.	4.1. Implement the decisions from a disciplinary process. 4.2. Manage the implications of the outcomes for individuals and others. 4.3. Evaluate own practice in the disciplinary process identifying possible areas for improvement.
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Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Leading and Managing End of Life Care Services
Level	Five
Credit Value	7
Guided Learning Hours (GLH)	49
OCN NI Unit Code	CBF151
Unit Reference No	T/618/5516
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to lead and manage end of life care services.	
Learning Outcomes	Assessment Criteria
1. Be able to apply current legislation and policy for end of life care in order to develop end of life services.	1.1. Summarise current legislation relating to the best practice in end of life care provision. 1.2. Apply local and national policy guidance for end of life care to own work setting. 1.3. Analyse legal and ethical issues relating to decision making at end of life. 1.4. Explain how issues of mental capacity may impact on end of life care.
2. Understand current theory and practice underpinning end of life care.	2.1. Summarise two theoretical models of grief, loss and bereavement. 2.2. Explain how grief and loss may manifest in the emotions of individuals who are dying and others. 2.3. Analyse different approaches for end of life care can support the individual and others. 2.4. Explain end of life pathway used by own health and social care trust. 2.5. Analyse how the outcomes of national research may affect and improve your workplace practices.
3. Be able to lead and manage effective end of life care services.	3.1. Summarise the qualities required of an effective leader in end of life care. 3.2. Explain how to manage own feelings and emotions in relation to end of life care, identifying appropriate resources and supports. 3.3. Communicate effectively in the support of individuals at end of life and others. 3.4. Use effective mediation and negotiation skills with others on behalf of the individual at end of life. 3.5. Work in conjunction with others to ensure sufficient and appropriate resources to support the delivery of end of life care services. 3.6. Explain the roles of advocates may take in end of life care. 3.7. Manage palliative care emergencies according to the wishes and preferences of the individual. 3.8. Summarise approaches to measure standards of end of life care provision.
4. Be able to establish and maintain key relationships to lead and manage end of life care.	4.1. Summarise key relationships essential to effective end of life care. 4.2. Analyse the features of effective partnership working within own work setting in order to lead and manage end of life care services. 4.3. Implement shared decision-making strategies for working with individuals at end of life and others.

	4.4. Analyse how partnership working may contribute to positive outcomes for individuals at end of life and others. 4.5. Initiate and contribute to multi-disciplinary assessments in end of life care services. 4.6. Explain how to overcome possible barriers to partnership working. 4.7. Explain the importance of accessing specialist multi-disciplinary advice to manage complex situations.
5. Be able to support staff and others in the delivery of best practice in the end of life care service.	5.1. Explain how a shared vision for best practice in end of life care services may be supported. 5.2. Summarise strategies used to empower staff involved in the delivery of end of life care to ensure positive outcomes for individuals and others. 5.3. Support others to use resources as appropriate to manage feelings when working in end of life care. 5.4. Support staff and others to comply with legislation, policies and procedures relating to end of life care. 5.5. Support staff and others to recognise when mental capacity has reduced to the extent that others will determine care and treatment for the individual at end of life. 5.6. Demonstrate how to access appropriate learning and development opportunities to equip staff and others involved in end of life care. 5.7. Explain the importance of formal and informal supervision practice to support staff and volunteers in end of life care. 5.8. Provide feedback to staff on their practices in relation to end of life care.
6. Be able to continuously improve the quality of end of life care services.	6.1. Analyse how reflective practice approaches may improve the quality of end of life care services. 6.2. Evaluate methods for measuring end of life care services against national indicators of quality. 6.3. Analyse outcomes of reflective practice in order to improve end of life care services.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Recognising Indications of Substance Misuse and the Referral Process
Level	Five
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBF152
Unit Reference No	A/618/5517
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to recognise the signs which may indicate that someone may be misusing drugs (illegal, prescription or over the counter), alcohol, solvents or other substances and to initiate appropriate referral(s).	
Learning Outcomes	Assessment Criteria
1. Be aware of the indications and effects of substance misuse and sources of support.	1.1. Summarise substances which may be misused and their effects including: <ul style="list-style-type: none"> a) illegal drugs b) prescription drugs c) over the counter drugs d) alcohol e) solvents 1.2. Summarise possible indications of substance misuse including: <ul style="list-style-type: none"> a) physical b) behavioural c) social d) emotional 1.3. Summarise factors which may produce indications that could be interpreted as being attributed to substance misuse. 1.4. Explain how to obtain specialist assistance when required. 1.5. Research and identify sources and resources used to keep personal knowledge about substances and possible indications of substance misuse up to date.
2. Be able to assess and monitor risk and take appropriate action.	2.1. Assess and monitor the risk to an individual and others resulting from substance misuse, in accordance with organisational procedures. 2.2. Review the assessment of risk and explain its importance. 2.3. Explain the importance of handling situations and taking actions in line with organisational requirements 2.4. Demonstrate appropriate action which may be required due to changes in situation and level of risk.
3. Be able to manage information and maintain records.	3.1. Manage and maintain records in accordance with the rights of the individual, relevant legislation and organisational procedures.
4. Be able to refer individuals to appropriate services.	4.1. Research regional and local substance misuse services. 4.2. Refer individuals to appropriate services in line with organisational procedures and legislation providing accurate and complete information.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Emergency Planning in Health and Social Care Settings
Level	Five
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBF153
Unit Reference No	F/618/5518
<i>Unit purpose and aim(s):</i> 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	Assessment Criteria
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: <ul style="list-style-type: none"> a) availability and storage of appropriate physical resources b) alerting of appropriate emergency services c) identified evacuation/shelter area and site d) triage in evacuation site/shelter e) 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.

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners’ work	Electronic portfolio E-tests

Title	Managing Domiciliary Services
Level	Five
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBF154
Unit Reference No	J/618/5519
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to manage domiciliary services supporting the practice of a dispersed workforce.	
Learning Outcomes	Assessment Criteria
1. Understand factors that influence the management of domiciliary services.	1.1. Summarise how the current legislative framework, evidence-based research and organisational protocols impact on the management of domiciliary services. 1.2. Explain how person-centred practice influences the management of domiciliary services. 1.3. Analyse ethical dilemmas and conflicts experienced by managers and practitioners in domiciliary services.
2. Be able to manage domiciliary services and associated reporting.	2.1. Select and allocate suitable practitioners to support individuals' needs within domiciliary services. 2.2. Support practitioners to understand their duties and responsibilities within domiciliary services. 2.3. Support effective communication and information sharing with individuals and others within domiciliary services. 2.4. Manage and maintain record keeping in accordance with legislative and regulatory requirements within domiciliary services. 2.5. Explain how to calculate charges for domiciliary care within own organisation.
3. Be able to implement systems for working safely within domiciliary services.	3.1. Summarise agreed ways of working that support individuals' and others' safety and protection within domiciliary services. 3.2. Explain why it is important to support practitioners to anticipate, manage and report risks within domiciliary services. 3.3. Manage systems for risk or incident reporting, action and follow-up within domiciliary services.
4. Be able to supervise and support practitioners in order to promote individual's needs and preferences within domiciliary services.	4.1. Support practitioners to ensure the individual's needs and preferences at the centre of their practice within domiciliary services. 4.2. Manage systems to monitor and evaluate the effectiveness of practitioners in promoting individual needs and preferences within domiciliary services. 4.3. Explain the importance of supporting practitioners to challenge systems and ways of working which do not appear to be person-centred within domiciliary services. 4.4. Support practitioners to develop innovative and creative approaches to their work within domiciliary services.

	4.5. Support practitioners to balance the needs and preferences of individuals with the potential risks within domiciliary services.	
5. Be able to respond to day to day changes and emergencies within domiciliary services.	5.1. Explain the challenges associated with addressing day to day changes and emergencies within domiciliary services and how they may be addressed.	
6. Be able to manage human resources within domiciliary services.	6.1. Demonstrate how to manage human resources within domiciliary services including: a) planning b) contingency arrangements for planned or unforeseen circumstances c) systems for supervision of a dispersed workforce d) supporting practitioners to comply with agreed ways of working 6.2. Work in conjunction with practitioners to ensure appropriate induction and training is provided to support roles and individual needs. 6.3. Explain the actions which may be taken when practitioners do not comply with agreed ways of working.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners’ work	Electronic portfolio E-tests

11. Quality Assurance of Centre Performance

11.1 Internal Assessment

When delivering and assessing this qualification, Centres must align with stakeholders' expectations and address learners' needs by implementing a practical and applied programme. Centres have the flexibility to customise programmes to meet local requirements and establish connections with local employers and the broader vocational sector.

The Assessor should work with the Internal Verifier to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the Internal Verifier prior to the delivery of the qualification.

All units within this qualification must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

The assessment format for all units involves a task conducted after the delivery of the unit's content, or part of it, if multiple tasks are used. Tasks may exhibit in various forms, encompassing practical and written types. Please refer to 'OCN NI's Assessment Definitions Guide' for additional details.

A task constitutes a distinct activity completed independently by learners, separated from teaching, practice, exploration, and other activities guided by tutors. Tasks are assigned to learners with a specified start date, completion date, and explicit requirements for the evidence to be produced. Some tasks may include observed practical components and require diverse forms of evidence.

A valid assignment will enable a clear and formal assessment outcome, which meets the requirements of the assessment criteria. Assessment decisions are based on the specific assessment criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

It is the Assessor's role to ensure that learners are appropriately prepared for assessment, this begins from induction onwards. Assessors should ensure that learners understand how assessment tasks are used to determine the award of credit, the importance of meeting assessment timelines, and that all learners work must be independently created, where source documents are used this should be appropriately referenced, learners should be aware of what would constitute plagiarism and the possible consequences.

When conducting the assessment, Assessors must ensure they do not provide direct input, instructions or specific feedback which may compromise the authenticity of the work submitted.

Once the Assessor has authenticated the learners work, they must transparently demonstrate the rationale behind their assessment decisions. Once a learner completes all assigned tasks for a unit, the Assessor will allocate a grade for the unit. Refer to the 'Unit Grading Matrix' for additional information on the grading process.

Once the Assessor has completed the assessment process for the task, the assessment decision is recorded formally, and feedback is provided to the learner. The feedback should show the learner the outcome of the assessment decision, how it was determined or where the criteria has been met, it may indicate to the learner why achievement of the assessment criteria has not been met. It must be clear to the learner that this Assessment outcome is subject to verification.

For further information on assessment practice, please see the 'OCN NI Centre Handbook'. Assessment Training is also available and can be booked through the OCN NI Website.

11.2 Internal Verification

The role of the Internal Verifier is to ensure appropriate internal quality assurance processes are carried out. The Internal Verifier must oversee that assessments are conducted in accordance with relevant OCN NI policies, regulations, and this specification.

The Internal Verifier must ensure assessments are fair, reliable, and uniform, thereby providing a consistent standard for all learners.

Internal Verifiers are required to provide constructive feedback to Assessors, identifying areas of strength and those that may require improvement. This feedback contributes to the ongoing professional development of Assessors.

Contributing to the standardisation of assessment practices within the Centre is an important function of this role. This entails aligning assessment methods, grading criteria, and decision-making processes to maintain fairness and equity.

Internal Verifiers will actively engage in the sampling and monitoring of assessments to ensure the consistency and accuracy of assessment decisions. This process helps identify trends, areas for improvement, and ensures the robustness of the overall assessment system.

For further information on internal verification practice, please see the 'OCN NI Centre Handbook'. Internal Verification Training is also available and can be booked through the OCN NI Website.

11.3 Documentation

For internal quality assurance processes to be effective, the internal assessment and internal verification team needs to keep effective records.

- The programme must have an assessment and internal verification plan. When producing a plan, they should consider:
 - the time required for training and standardisation activities
 - the time available to undertake teaching and carry out assessment,
 - consider when learners may complete assessments and when quality assurance will take place
 - the completion dates for different assessment tasks
 - the date by which the assignment needs to be internally verified
 - sampling strategies
 - how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
 - how resubmission opportunities can be scheduled

The following documents are available from OCN NI and document templates can be found in the Centre Login section of the OCN NI website www.ocnni.org.uk:

- A1 – Learner Assessment Record per Learner
- A2 – Assessment Decision Form per Learner
- learner authentication declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 Internal Verification Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

11.4 External Quality Assurance

All OCN NI recognised centres are subject to External Quality Assurance. External quality assurance activities will be conducted to confirm continued compliance with the CCEA Regulation General Conditions of Recognition, OCN NI terms and conditions and the requirements outlined within this qualification specification.

The External Quality Assurance is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of this qualification. This will include, but is not limited to, the review of a sample of assessment evidence and evidence of the internal verification of assessment and assessment decisions. This will form the basis of the External Quality Assurance report and will help OCN NI determine the Centre's risk.

The role of the External Quality Assurer serves as an external overseer of assessment quality, working to uphold consistency, compliance, and continuous improvement within the assessment process. Their role is crucial in ensuring that assessments are valid, reliable, fair, and aligned with the required standards and regulations.

For further information on OCN NI Centre Assessments Standards Scrutiny (CASS) Strategy, please see the OCN NI Centre Handbook.

11.5 Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and the application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and internal verification

Centres offering this qualification must carry out internal standardisation activities prior to the claim for certification.

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant Assessor and Internal Verifier documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

12. Administration

12.1 Registration

A centre must register learners for this qualification within 20 days of commencement of the delivery of the programme.

For further information on learner registration please see the OCN NI Centre Handbook and the QuartzWeb Manual, available through the Centre Login section of the OCN NI website. Administration training is also available and can be booked through www.ocnni.org.uk.

12.2 Certification

Once all internal quality assurance activities have been successfully completed, the Centre can claim certification for the learner(s).

Certificates will be issued to centres within 20 working days from completion of a satisfactory external quality assurance activity, if appropriate, alternatively from the submission of an accurate and complete marksheets.

It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

For further information on the uploading of results please see the QuartzWeb Manual for guidance, administration training is also available and can be booked through [OCN NI](#)

12.3 Charges

OCN NI publishes all up-to-date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

12.4 Equality, Fairness and Inclusion

OCN NI's are committed to ensuring all learners have an equal opportunity to access our qualifications and assessment, and that our qualifications are awarded in a way that is fair to every learner.

OCN NI is committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers

For information on reasonable adjustments and special considerations please see the OCN NI Centre Handbook and Reasonable Adjustments and Special Considerations Policy held in the back office of the OCN NI website.

12.5 Retention of Evidence

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.

**OCN NI Level 5 Diploma in Leadership and Management in
Health and Social Care (Adult Residential Management)
(Northern Ireland)**

Qualification Number: 603/6824/X

Operational start date: 15 November 2020
Operational end date: 31 October 2030
Certification end date: 31 October 2035

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