



## **Vocational Qualifications (QCF, NVQ, NQF)**

### **Leadership for Health and Social Care**

Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (**09621** and **10396** – Children and Young's People's Residential Management)

Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (**09622** and **10397** – Children and Young's People's Management)

Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (**09623** and **10398** Children and Young's People's Advanced Practice)

Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults) (England) (**09624** and **10393** – Adults' Residential Management)

Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults) (England) (**09625** and **10394** – Adults' Management)

Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults') (England) (**09626** and **10395** – Adults' Advanced Practice)

Level 5 Diploma in Leadership and Management for Residential Childcare **10406**

### **OCR Report to Centres 2015 – 2016**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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# Level 5 Diploma in Leadership for Health and Social Care and Children and Young People (09621-09626, 10393-10398, 10406)

## 1. Overview:

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

- This qualification has been separated by OCR for ease of delivery into six separate pathways:
  - 09621: Children & Young People's Residential Management
  - 09622 – Children & Young People's Management
  - 09623 – Children & Young People's Advanced Practice
  - 09624 – Adults' Residential Management
  - 09625 – Adults' Management
  - 09626 – Adults' Advanced Practice
- For **scheme 09621** learners must achieve a minimum of 80 credits: 64 credits from Mandatory Group A, a minimum of 12 credits from Group B, a minimum of 1 credit and maximum of 6 credits from Group C and the remaining credits from Group B and/or D. A minimum of 56 credits to be achieved at or above the level of the qualification.
- For **scheme 09622** learners must achieve a minimum of 80 credits: 58 credits from Mandatory Group A, a minimum of 12 credits from Group B, a minimum of 1 credit and a maximum of 6 credits from Group C and the remaining credits from Group B and/or D. A minimum of 56 credits to be achieved at or above the level of the qualification.
- For **scheme 09623** learners must achieve a minimum of 80 credits: 46 credits from Mandatory Group A, a minimum of 1 credit and maximum of 6 credits from Group B and the remaining credits from Group C. A minimum of 56 credits to be achieved at or above the level of the qualification.
- For **scheme 09624** learners must achieve a minimum of 80 credits: 52 credits from Mandatory Group A, a minimum of 12 credits from Group B, a minimum of 1 credit and maximum of 6 credits from Group C and the remaining credits from Group B and/or D. A minimum of 56 credits to be achieved at or above the level of the qualification.
- For **scheme 09625** learners must achieve a minimum of 80 credits: 53 credits from Mandatory Group A, a minimum of 12 credits from Group B, a minimum of 1 credit and maximum of 6 credits from Group C and the remaining credits from Group B and/or D. A minimum of 56 credits to be achieved at or above the level of the qualification.
- For **scheme 09626** learners must achieve a minimum of 80 credits: 41 credits from Mandatory Group A, a minimum of 1 credit and maximum of 6 credits from Group B and the remaining credits from Group C. A minimum of 56 credits to be achieved at or above the level of the qualification.

Due to changes in the structure and an increase in the mandatory credit, this qualification was closed for entries on 31/03/2015 and for certification on 31/03/2018. OCR has replaced this qualification (see schemes 10393-10398 below).

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

- This qualification has been separated by OCR for ease of delivery into six separate pathways:
  - 10396 - Children & Young People's Residential Management
  - 10397 – Children & Young People's Management
  - 10398 – Children & Young People's Advanced Practice

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- 10393 – Adults' Residential Management
- 10394 – Adults' Management
- 10395 – Adults' Advanced Practice

- For **scheme 10396** learners must achieve a minimum of 90 credits: 74 credits from Mandatory Group A, a minimum of 12 credits from Group B, a minimum of 1 credit and maximum of 6 credits from Group C and the remaining credits from Group B and/or D.
- For **scheme 10397** learners must achieve a minimum of 90 credits: 68 credits from Mandatory Group A, a minimum of 12 credits from Group B, a minimum of 1 credit and a maximum of 6 credits from Group C and the remaining credits from Group B and/or D.
- For **scheme 10398** learners must achieve a minimum of 90 credits: 56 credits from Mandatory Group A, a minimum of 1 credit and maximum of 6 credits from Group B and the remaining credits from Group C.
- For **scheme 10393** learners must achieve a minimum of 90 credits: 68 credits from Mandatory Group A, a minimum of 12 credits from Group B, a minimum of 1 credit and maximum of 6 credits from Group C and the remaining credits from Group B and/or D.
- For **scheme 10394** learners must achieve a minimum of 90 credits: 69 credits from Mandatory Group A, a minimum of 12 credits from Group B, a minimum of 1 credit and maximum of 6 credits from Group C and the remaining credits from Group B and/or D.
- For **scheme 10395** learners must achieve a minimum of 90 credits: 57 credits from Mandatory Group A, a minimum of 1 credit and maximum of 6 credits from Group B and the remaining credits from Group C.

Due to new qualifications for those working in residential childcare being introduced on 01/02/2015 the OCR Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Children and Young People's Residential Management) – 10396 was closed for entries on 31/01/2015.

The required L5 qualification for the workforce as stated in the current Children's Homes Regulations 2015 is: **The Level 5 Diploma in Leadership and Management for Residential Childcare (England)**:

- For **scheme 10406** learners must achieve a minimum of 65 credits: 57 credits from Mandatory Group A and a minimum of 8 credits (3 units) from Group B.

Assessment of these qualifications was of a high quality for this academic year. Assessment and internal quality assurance procedures that met OCR requirements were evident across both electronic and paper based systems and records managed by Centres. This academic year it was noted that the quality of assessment feedback, including assessment plans and progress reviews completed and agreed with learners was high. Centre personnel also demonstrated a good understanding of how to evidence both knowledge and competence based assessment criteria.

In addition, Centres produced their own resources to support learners with the completion of a Research project, required for one unit. Centres indicated that learners seemed to benefit most when the concept of the Research project was introduced at the start of their qualifications and as part of their induction programme. Structured workshops, discussion forums and learning materials further supported learners with achieving this unit.

The following are examples of good practice areas that were noted across Centres:

**Assessment Planning and Reviews:**

Learners' electronic and paper based portfolios included evidence of detailed initial planning, ongoing assessment and regular, effective progress reviews completed with learners. Constructive and supportive feedback was also disseminated to learners.

**Initial Assessment:**

Initial assessment procedures are working effectively in relation to determining learners' suitability to undertake a Level 5 qualification; both learners' skills and abilities are taken into consideration before being registered. Some Centres are also introducing a timeline for this qualification that provides learners with the study time an average learner requires; this has informed learners' decisions about whether they have sufficient time to undertake this qualification alongside their other commitments.

**Digitally Recorded Evidence:**

Individual and group discussions completed and recorded with learners followed a good protocol, with clear introductions from both Assessors and learners. Observations of learners' practices were also at times recorded (where the situation permitted and confidentiality was maintained i.e. in one-to-one support situations); all recordings were clearly auditable and in addition captured the rapport between the Assessor and learner.

**Support for Assessment Personnel**

Feedback from personnel interviewed during external quality assurance visits indicated that Assessors feel very well supported, enjoy working as part of a team and feel able to discuss and approach team members and senior management for support and clarification on any relevant assessment issues that may arise. Increased support and encouragement of CPD activities was also evident across Centres.

The following are examples of areas for development that were noted across Centres:

**E-portfolios and digital media**

In the main, all electronic evidence and records reflected a clear audit trail. Guidance on developing assessment teams' confidence in making full use of the technology available was provided; for example, in relation to ensuring that all the functions available on e-portfolio systems in relation to assessment planning, feedback and internal quality assurance sampling are used i.e. so as to avoid the additional use of paper based records. Making use of digital voice recordings for oral questioning and witness testimony was also suggested as cost-effective and valid methods of obtaining evidence from learners and their witnesses.

**Standardisation Activities:**

Centres hold regular standardisation meetings with assessment teams. It is important that as well as discussions around learners' progress, assessment and internal quality assurance practices it is important that standardisation activities also include the standardisation of specific units and assessment criteria. OCR's resource, 'Internal standardisation, a generic guide' is a useful reference document.

**CPD Recording:**

It is evident that a range of CPD activities are being completed, reflected on and documented by Assessment teams. Discussions and interviews with Centre personnel during external quality assurance visits indicate that incidental and informal CPD activities also take place; it is important that these too are recorded on CPD records.

## 2. General Comments

The following are examples of good practice areas that were noted across learners:

### **Observations:**

Observations of learners' practices completed by both Assessors and Expert Witnesses were very detailed; they captured activities observed well and all holistic opportunities for assessment were maximised.

### **Witness Testimony**

Witness testimonies obtained from learners' line managers and supervisors confirmed the validity and authenticity of learners' reflections and statements; all evidence presented was detailed and clear. Centres' use of witness observation sheets are working well as they are very closely linked to specific assessment criteria within a range of units

The following are examples of areas for development that were noted across learners completing a level 2 or level 3 qualification:

### **Knowledge Development:**

Learners could consider further developing their knowledge in relation to keeping up to date with changes to Legislation, Standards and Codes of Practice applicable to the sector. Some Centres encourage learners to keep a record of any updates or changes that arise in the sector that they become aware of, i.e. through study, research or training.

### **Policies and Procedures:**

Some learners are placing their work setting's policies and procedures in their portfolios when they are not necessary. They can be used if they have been developed by the learner but must remain in the work setting and then be signposted on a separate record. Details of their content, their relevance to specific units and associated learning outcomes and assessment criteria as well as their use must also be evidenced.

## 3. Comments on Individual Units

### **Mandatory Units for Schemes 10393, 10394, 10395**

#### **Unit 1: Use and develop systems that promote communication**

**LO1** - Be able to address the range of communication requirements in own role

**LO2** - Be able to improve communication systems and practices that support positive outcomes for individuals

**LO3** - Be able to improve communication systems to support partnership working

**LO4** - Be able to use systems for effective information management

For **LO1, AC1.2** Analyse the barriers and challenges to communication within own job role; learners' analysis must be in sufficient depth and related to own job role. For **LO3, AC3.3** Propose improvements to communication systems for partnership working expert witness testimony can be a good source of evidence if a natural opportunity to observe this by the assessor does not arise. For **LO4, AC4.2** Analyse the essential features of information sharing agreements within and between organisations; learners' responses must make reference to different organisations to fully meet this AC.

**Unit 2: Promote professional development**

- LO1** - Understand principles of professional development
- LO2** - Be able to prioritise goals and targets for own professional development
- LO3** - Be able to prepare a professional development plan
- LO4** - Be able to improve performance through reflective practice

For **LO1, AC1.3** Compare the use of different sources and systems of support for professional development; the exemplification guidance with this unit could be used as the basis of learners' comparisons. For **LO2, LO3** and **LO4** observations of learners' practices must be the main assessment method used, expert witness testimony can be a good source of evidence if a natural opportunity to observe these assessment criteria by the assessor does not arise.

**Unit 3: Champion equality, diversity and inclusion**

- LO1** - Understand diversity, equality and inclusion in own area of responsibility
- LO2** - Be able to champion diversity, equality and inclusion
- LO3** – Understand how to develop systems and processes that promote diversity, equality and inclusion
- LO4** - Be able to manage the risks presented when balancing individual rights and professional duty of care

For **LO1, AC1.1** Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility, learners' responses were assessed holistically with the assessment criteria contained in Units 1 and 2. For **LO2, AC 2.1** Promote equality, diversity and inclusion in policy and practice, both aspects of this assessment criterion must be addressed i.e. 'policy and practice'. **LO3**, Be able to prepare a professional development plan, requires learners to prepare own professional development plan.

**Unit 4: Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings**

- LO1** - Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health, and social care or children and young people's settings
- LO2** - Be able to implement and monitor compliance with health, safety and risk management requirements in health and social care or children and young people's settings
- LO3** - Be able to lead the implementation of policies, procedures and practices to manage risk to individuals and others in health and social care or children and young people's settings
- LO4** - Be able to promote a culture where needs and risks are balanced with health and safety practice in health and social care or children and young people's settings
- LO5** - Be able to improve health, safety and risk management policies, procedures and practices in health and social care or children and young people's settings

For **LO1, AC1.2** Analyse how policies, procedures and practices in own setting meet health and safety risk management requirements and **LO3, AC3.1** Contribute to development of policies, procedures and practices to identify, assess and manage risk to individuals and others, where learners developed these procedures they were a good source of supporting work product evidence.

For **LO2, AC2.4** Complete records and reports on health, safety and risk management issues according to legislative and organisational requirements; learners' responsibilities for compiling records and reports will vary depending on their job roles and work settings. For **LO5, AC5.2** Evaluate the health, safety and risk management policies, procedures and practices within the work setting; learners' evaluations must be based on their work settings.

**Unit 5: Work in partnership in health and social care or children and young people's settings**

**LO1** - Understand partnership working

**LO2** - Be able to establish and maintain working relationships with colleagues

**LO3** - Be able to establish and maintain working relationships with other professionals

**LO4** - Be able to work in partnership with others

For **LO1, AC1.2** Explain the importance of partnership working with colleagues, other professionals and others, learners' explanations included a detailed rationale that supported each aspect of this assessment criterion. For **LO4, AC4.5** Deal constructively with any conflict that may arise with others, observations of learners' practices must be the main assessment method used, expert witness testimony can be a good source of evidence if a natural opportunity to observe this by the Assessor does not arise.

**Unit 6: Manage health and social care practice to ensure positive outcomes for individuals**

**LO1** - Understand the theory and principles that underpin outcome based practice

**LO2** - Be able to lead practice that promotes social, emotional, cultural, spiritual and intellectual well-being

**LO3** – Be able to lead practice that promotes individuals' health

**LO4** - Be able to lead inclusive provision that gives individuals' choice and control over the outcomes they want to achieve

**LO5** - Be able to manage effective working partnerships with carers, families and significant others to achieve positive outcomes

For **LO1, AC1.1** Explain 'outcome based practice', the exemplification guidance included in the unit can be used as the basis of learners' explanations. For **LO2, AC2.1** Explain the psychological basis for well-being; learners' explanations reflected a clear and detailed understanding of the current meaning of the 'well-being' concept.

**Unit 7: Safeguarding and protection of vulnerable adults**

**LO1** - Understand the legislation, regulations and policies that underpin the protection of vulnerable adults

**LO2** - Be able to lead service provision that protects vulnerable adults

**LO3** - Be able to manage interagency, joint or integrated working in order to protect vulnerable adults

**LO4** - Be able to monitor and evaluate the systems, processes and practice that safeguards vulnerable adults

For **LO1, AC1.5** Explain the protocols and referral procedures when harm or abuse is alleged or suspected; learners' explanations were in line with the remit of their job roles and legal and organisational requirements. For **LO2, LO3** and **LO4** observations of learners' practices must be the main assessment method used, expert witness testimony can be a good source of evidence if a natural opportunity to observe these assessment criteria by the assessor does not arise.

**Unit 8: Lead and manage group living for adults (scheme 10393 only)**

**LO1** - Be able to develop the physical group living environment to promote positive outcomes for individuals

**LO2** - Be able to lead the planning, implementation and review of daily living activities

**LO3** - Be able to promote positive outcomes in a group living environment

**LO4** - Be able to manage a positive group living environment

For **LO1, AC1.1** Review current theoretical approaches to group living provision for adults, Centres tasked learners with carrying out some independent research on key and current theoretical approaches relevant to group living provision. Reflections of approaches used in

learners' work settings were also evidenced. Observations of learners' practices for **LO2, LO3 and LO4** can be supported with work product evidence and witness testimony.

**Unit 9: Understand safeguarding of children and young people for those working in the adult sector**

**LO1** - Understand the policies, procedures and practices for safe working with children and young people

**LO2** - Understand how to respond to evidence or concerns that a child or young person has been abused or harmed

For **LO1 and LO2** learners' responses must be in line with their own work roles and work settings' policies and procedures. For **LO2, AC2.3** Explain the rights that children, young people and their families have in situations where harm or abuse is suspected or alleged; case scenarios formed the basis of learners' responses.

**Unit 10: Lead person centred practice**

**LO1** - Understand the theory and principles that underpin person centred practice

**LO2** - Be able to lead a person centred practice

**LO3** - Be able to lead the implementation of active participation of individuals

For **LO1, AC1.4** Explain how person centred practice informs the way in which consent is established with individuals, learners' explanations included a detailed understanding of 'consent' and how this is applied to meet different individuals' needs and in different situations.

For **LO2**, learners' practices must evidence support to a range of 'others'. For **LO3, AC3.2** Implement systems and processes that promote active participation must be related to active participation for individuals.

**Unit 11: Lead and manage a team within a health and social care or children and young people's setting (schemes 10393 and 10394)**

**LO1** - Understand the features of effective team performance within a health and social care or children and young people's setting

**LO2** - Be able to support a positive culture within the team for a health and social care or children and young people's setting

**LO3** - Be able to support a shared vision within the team for a health and social care or children and young people's setting

**LO4** - Be able to develop a plan with team members to meet agreed objectives for a health and social care or children and young people's setting

**LO5** - Be able to support individual team members to work towards agreed objectives in a health and social care or children and young people's setting

**LO6** - Be able to manage team performance in a health and social care or children and young people's setting

Observations of learners' practices must be the main assessment method used for the competence based assessment criteria included within **LO2, LO3, LO4, LO5 and LO6**.

**Unit 12: Develop professional supervision practice in health and social care or children and young people's work settings**

**LO1** - Understand the purpose of professional supervision in health and social care or children and young people's work settings

**LO2** – Understand how the principles of professional supervision can be used to inform performance management in health and social care or children and young people's work settings

**LO3** - Be able to undertake the preparation for professional supervision with supervisees in health and social care or children and young people's work settings

**LO4** - Be able to provide professional supervision in health and social care or children and young people's work settings

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**LO5** - Be able to manage conflict situations during professional supervision in health and social care or children and young people's work settings

**LO6** - Be able to evaluate own practice when conducting professional supervision in health and social care or children and young people's work settings

For **LO1, AC1.3** Explain how the requirements of legislation, codes of practice and agreed ways of working influence professional supervision, learners' explanations must evidence all three aspects of this assessment criterion: 'legislation, codes of practice and agreed ways of working'. Observations of learners' practices must be the main assessment method used for the competence based assessment criteria included within **LO3, LO4, LO5 and LO6**.

**Unit 37: Undertake a research project within services for health and social care or children and young people**

**LO1** - Be able to justify a topic for research within services for health and social care or children and young people

**LO2** - Understand how the components of research are used

**LO3** - Be able to conduct a research project within services for health and social care or children and young people

**LO4** - Be able to analyse research findings

For **LO1, AC1.4** Complete a literature review of chosen area of research Centres provided learners with information and guidance about what is involved in a 'literature review'. For **LO2, AC2.4** Explain the importance of validity and reliability of data used within research; learners must show a clear understanding of both terms, 'validity and 'reliability'.

**Unit 85: Understand professional management and leadership in health and social care or children and young people's settings**

**LO1** - Understand theories of management and leadership and their application to health and social care or children and young people settings

**LO2** - Understand the relationship between professional management and leadership

**LO3** - Understand the skills of professional management and leadership in health and social care or children and young people's settings

**LO4** - Understand the impact of policy drivers on professional management and leadership in health and social care or children and young people's services

For **LO1, AC1.1** Research theories of management and leadership, learners' research included a range of theories of management and leadership that were relevant. For **LO2, AC2.3** Describe how conflicts between management and leadership models can be addressed; it is important that learners' descriptions include details of 'how' conflicts can be addressed. For **LO3, AC3.1** Analyse the skills required to be an effective manager and effective leader, learners' analysis reflected a clear differentiation of the skills required for both roles.

**Additional Mandatory Units for Schemes 10394 and 10395**

Unit 8: Lead and manage group living for adults is not a mandatory unit in scheme 10394, Unit 12 Assess the individual in a health and social care setting is included instead

Unit 8: Lead and manage group living for adults and Unit 11: Lead and manage a team within a health and social care or children and young people's setting are not mandatory units in scheme 10395, Unit 12 Assess the individual in a health and social care setting is included instead

**Unit 12: Assess the individual in a health and social care setting**

- LO1** - Understand assessment processes
- LO2** - Be able to lead and contribute to assessments
- LO3** - Be able to manage the outcomes of assessments
- LO4** - Be able to promote others' understanding of the role of assessment
- LO5** - Review and evaluate the effectiveness of assessment

For **LO1, AC1.1** Compare and contrast the range and purpose of different forms of assessment, learners detailed both similarities and differences of a range of forms of assessment. For **LO4, AC4.1**, Develop others' understanding of the functions of a range of assessment tools, learners could consider the range of 'others' identified in the exemplification guidance i.e. other professionals, carers/family members, advocates and colleagues

**Mandatory Units for Schemes 10396, 10397 and 10398**

**Unit 1: Use and develop systems that promote communication**

- LO1** - Be able to address the range of communication requirements in own role
- LO2** - Be able to improve communication systems and practices that support positive outcomes for individuals
- LO3** - Be able to improve communication systems to support partnership working
- LO4** - Be able to use systems for effective information management

For **LO1, AC1.2** Analyse the barriers and challenges to communication within own job role; learners' analysis must be in sufficient depth and related to own job role. For **LO3, AC3.3** Propose improvements to communication systems for partnership working expert witness testimony can be a good source of evidence if a natural opportunity to observe this by the assessor does not arise. For **LO4, AC4.2** Analyse the essential features of information sharing agreements within and between organisations; learners' responses must make reference to different organisations to fully meet this AC.

**Unit 2: Promote professional development**

- LO1** - Understand principles of professional development
- LO2** - Be able to prioritise goals and targets for own professional development
- LO3** - Be able to prepare a professional development plan
- LO4** - Be able to improve performance through reflective practice

For **LO1, AC1.3** Compare the use of different sources and systems of support for professional development; the exemplification guidance with this unit could be used as the basis of learners' comparisons. For **LO2, LO3** and **LO4** observations of learners' practices must be the main assessment method used, expert witness testimony can be a good source of evidence if a natural opportunity to observe these assessment criteria by the assessor does not arise.

**Unit 3: Champion equality, diversity and inclusion**

**LO1** - Understand diversity, equality and inclusion in own area of responsibility

**LO2** - Be able to champion diversity, equality and inclusion

**LO3** – Understand how to develop systems and processes that promote diversity, equality and inclusion

**LO4** - Be able to manage the risks presented when balancing individual rights and professional duty of care

For **LO1, AC1.1** Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility, learners' responses were assessed holistically with the assessment criteria contained in Units 1 and 2. For **LO2, AC 2.1** Promote equality, diversity and inclusion in policy and practice, both aspects of this assessment criterion must be addressed i.e. 'policy and practice'. **LO3**, Be able to prepare a professional development plan, requires learners to prepare own professional development plan.

**Unit 4: Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings**

**LO1** - Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health, and social care or children and young people's settings

**LO2** - Be able to implement and monitor compliance with health, safety and risk management requirements in health and social care or children and young people's settings

**LO3** - Be able to lead the implementation of policies, procedures and practices to manage risk to individuals and others in health and social care or children and young people's settings

**LO4** - Be able to promote a culture where needs and risks are balanced with health and safety practice in health and social care or children and young people's settings

**LO5** - Be able to improve health, safety and risk management policies, procedures and practices in health and social care or children and young people's settings

For **LO1, AC1.2** Analyse how policies, procedures and practices in own setting meet health and safety risk management requirements and **LO3, AC3.1** Contribute to development of policies, procedures and practices to identify, assess and manage risk to individuals and others, where learners developed these procedures they were a good source of supporting work product evidence.

For **LO2, AC2.4** Complete records and reports on health, safety and risk management issues according to legislative and organisational requirements; learners' responsibilities for completing records and reports will vary depending on their job roles and work settings. For **LO5, AC5.2** Evaluate the health, safety and risk management policies, procedures and practices within the work setting; learners' evaluations must be based on their work settings.

**Unit 5: Work in partnership in health and social care or children and young people's settings**

**LO1** - Understand partnership working

**LO2** - Be able to establish and maintain working relationships with colleagues

**LO3** - Be able to establish and maintain working relationships with other professionals

**LO4** - Be able to work in partnership with others

For **LO1, AC1.2** Explain the importance of partnership working with colleagues, other professionals and others, learners' explanations included a detailed rationale that supported each aspect of this assessment criterion. For **LO4, AC4.5** Deal constructively with any conflict that may arise with others, observations of learners' practices must be the main assessment method used, expert witness testimony can be a good source of evidence if a natural opportunity to observe this by the Assessor does not arise.

**Unit 6: Understand children and young person's development**

**LO1** - Understand the expected pattern of development for children and young people from birth to 19 years

**LO2** - Understand the factors that influence children and young people's development and how these affect practice

**LO3** - Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern

**LO4** - Understand the importance of early intervention to support the speech, language and communication needs of children and young people

**LO5** - Understand the potential effects of transitions on children and young people's development

For **LO1, AC1.2** Explain the difference between sequence of development and rate of development and why the difference is important, learners' explanations must include a clear rationale of the differences. For **LO2, AC 2.3** Explain how theories of development and frameworks to support development influence current practice, learners' explanations must evidence in detail current theories of development and frameworks used. For **LO3, AC3.3** Explain how disability may affect development, learners were tasked with conducting research around different conditions that may affect development; sources used were referenced in detail. For **LO4, AC4.3.** Explain how play and activities are used to support the development of speech, language and communication; learners' were tasked to conduct some independent research about the role of play in children's development.

**Unit 7: Lead practice that supports positive outcomes for child and young person development**

**LO1** - Understand theoretical approaches to child and young person development

**LO2** – Be able to lead and support developmental assessment of children and young people

**LO3** - Be able to develop and implement programmes with children or young people requiring developmental support

**LO4** - Be able to evaluate programmes for children or young people requiring developmental support

**LO5** - Be able to lead and promote support for children experiencing transitions

**LO6** - Be able to lead positive behaviour support

For **LO1 AC1.1** Explain different theories and frameworks of child and young person development, a range of theories and frameworks must be explained. For **LO2, AC2.1** Support use of different methods of developmental assessment and recording for children and young people; learners' observations must be in line with the remit of their job roles and the requirements of their work settings

**Unit 8: Develop and implement policies and procedures to support the safeguarding of children and young people**

**LO1** - Understand the impact of current legislation that underpins the safeguarding of children and young people

**LO2** - Be able to support the review of policies and procedures for safeguarding children and young people

**LO3** - Be able to implement policies and procedures for safeguarding children and young people

**LO4** - Be able to lead practice in supporting children and young people's wellbeing and resilience

For **LO1, AC1.3** Explain how the processes used by own work setting comply with legislation that covers data protection, information handling and sharing, learners' explanations were supported with reflections, witness testimony and work product evidence. For **LO2, AC2.5** Liaise with different organisations as part of the development or review process of policies and procedures for safeguarding children and young people, learners were able to evidence their skills in liaising with a range of 'different organisations'.

**Unit 9: Lead and manage group living for children (schemes 10396 and 10397 only)**

**LO1** - Understand the legal, policy, rights and theoretical framework for group living for children and young people

**LO2** - Be able to lead the planning, implementation and review of daily living activities for children and young people

**LO3** - Be able to promote positive outcomes in a group living environment

**LO4** - Be able to manage a positive group living environment

**LO5** - Be able to safeguard children and young people in a group living environment

For **LO1, AC1.1**. Review current theoretical approaches to group living provision for children and young people, learners' included thorough reviews. For **LO3, AC3.1** Evaluate how group living can promote positive outcomes for children and young people; learners' evaluations were based on reflections of own work settings and work practices.

**Unit 10: Lead and manage a team within a health and social care or children and young people's setting (schemes 10396 and 10397 only)**

**LO1** - Understand the features of effective team performance within a health and social care or children and young people's setting

**LO2** - Be able to support a positive culture within the team for a health and social care or children and young people's setting

**LO3** - Be able to support a shared vision within the team for a health and social care or children and young people's setting

**LO4** - Be able to develop a plan with team members to meet agreed objectives for a health and social care or children and young people's setting

**LO5** - Be able to support individual team members to work towards agreed objectives in a health and social care or children and young people's setting

**LO6** - Be able to manage team performance in a health and social care or children and young people's setting

For **LO1, AC1.5** Analyse how different management styles may influence outcomes of team performance, learners' analysis were based on reflections of own work settings and work practices. Observations of learners' practices must be the main assessment method used for the competence based assessment criteria included within **LO2, LO3, LO4, LO5 and LO6**.

**Unit 11: Develop professional supervision practice in health and social care or children and young people's work settings (schemes 10396 and 10397 only)**

**LO1** - Understand the purpose of professional supervision in health and social care or children and young people's work settings

**LO2** – Understand how the principles of professional supervision can be used to inform performance management in health and social care or children and young people's work settings

**LO3** - Be able to undertake the preparation for professional supervision with supervisees in health and social care or children and young people's work settings

**LO4** - Be able to provide professional supervision in health and social care or children and young people's work settings

**LO5** - Be able to manage conflict situations during professional supervision in health and social care or children and young people's work settings

**LO6** - Be able to evaluate own practice when conducting professional supervision in health and social care or children and young people's work settings

For **LO1, AC1.3** Explain how the requirements of legislation, codes of practice and agreed ways of working influence professional supervision, learners' explanations evidenced all three aspects of this assessment criterion: 'legislation, codes of practice and agreed ways of working'. For

**LO3, AC3.1** Explain factors which result in a power imbalance in professional supervision, a range of factors must be included in learners' explanations. Observations of learners' practices

must be the main assessment method used for the competence based assessment criteria included within **LO3, LO4, LO5 and LO6**.

**Unit 12: Lead practice in promoting the well-being and resilience of children and young people**

**LO1** - Understand how different approaches to promoting positive wellbeing and resilience in children and young people impact on practice

**LO2** - Be able to lead practice in supporting children and young people's wellbeing and resilience

**LO3** - Be able to lead practice in work with carers who are supporting children and young people

**LO4** - Be able to lead practice in responding to the health needs of children and young people

**LO5** - Be able to lead the development of practice with children or young people to promote their wellbeing and resilience

For **LO1, AC2.1** Lead practice that supports others to engage with children and young people to build their self-esteem; the exemplification guidance included in the unit is a useful reference to ensure learners understand the full scope of the meanings of 'others' and 'build their self-esteem'. For **LO4, AC4.1** Lead practice that supports children and young people to make positive choices about their health needs; learners must reflect a full understanding of the scope and meaning of 'health needs'.

**Unit 37: Undertake a research project within services for health and social care or children and young people**

**LO1** - Be able to justify a topic for research within services for health and social care or children and young people

**LO2** - Understand how the components of research are used

**LO3** - Be able to conduct a research project within services for health and social care or children and young people

**LO4** - Be able to analyse research findings

For **LO1, AC1.4** Complete a literature review of chosen area of research Centres provided learners with information and guidance about what is involved in a 'literature review'. For **LO2, AC2.4** Explain the importance of validity and reliability of data used within research; learners must show a clear understanding of both terms, 'validity and 'reliability'.

**Optional Units for Schemes 10393, 10394, 10395, 10396, 10397 and 10398**

**Unit: Lead Active Support**

**LO1** - Understand how the active support model translates values into person-centred practical action with individuals

**LO2** - Be able to use practice leadership to promote positive interaction

**LO3** - Be able to use practice leadership in supporting others to develop and implement person-centred daily plans to promote participation

**LO4** – Be able to use practice leadership in supporting others to maintain individuals' quality of life

For **LO1, AC2.1** Explain the principles behind practice leadership; learners can reference the exemplification guidance for information about the term 'practice leadership'. For **LO4**, be able to use practice leadership in supporting others to maintain individuals' quality of life, observations of learners' practices must be the main assessment method.

**Unit: Lead the Management of Transitions**

**LO1** - Understand the impact of change and transitions on the well-being of individuals

**LO2** - Be able to lead and manage provision that supports workers to manage transitions and significant life events

For **LO1, AC1.4** Analyse the factors that affect individuals' ability to manage transitions and changes; learners can refer to the exemplification guidance included with this unit about 'factors' that could be included. For **LO2, AC2.2** Promote a culture that supports and encourages individuals to explore challenges, this 'promotion' must be evident, rather than inferred, when learners' practices are observed.

**Mandatory Units for Scheme 10406**

**Unit 1: Understand children and young people's development in residential childcare**

**LO1** - Understand the expected pattern of development for children and young people from birth to 19 years

**LO2** – Understand the factors that influence children and young people's development and how these affect practice

**LO3** - Understand the cycle of monitoring, assessment and intervention for children and young people's development

**LO4** - Understand the importance of early intervention to support development needs of children and young people

**LO5** - Understand the effects of transitions on children and young people's development

For **LO3, AC3.1** Explain how to monitor children and young people's development using different methods, a range of methods must be explained. For **LO4, AC4.1** Explain the importance of early identification of development issues, research tasks proved to be a good source of evidence. For **LO5, AC 5.1** Explain how times of transitions can affect children and young people's development, learners used the exemplification guidance as the basis of their explanations about 'times of transitions'.

**Unit 2: Understand support for children and young people who are vulnerable and disadvantaged**

**LO1** - Understand factors that impact on outcomes and life chances of children and young people

**LO2** - Understand how poverty and disadvantage can affect children and young people's development

**LO3** - Understand the strategic and policy context for improving outcomes for children and young people

**LO4** - Understand partnership working to improve outcomes for children and young people who are experiencing poverty and disadvantage

**LO5** - Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage

For **LO2, AC2.2** Analyse how poverty and disadvantage can affect children and young people's: Physical development, Communication development, Intellectual/cognitive development, Social, emotional and behavioural development. All aspects of this assessment criterion must be included in learners' analysis. Research activities and case scenarios were used to support learners to evidence their knowledge of the assessment criteria within **LO3, LO4 and LO5**.

**Unit 3: Lead and manage a team within a residential childcare setting**

- LO1** - Understand the concepts of management and leadership
- LO2** - Understand the features of effective team performance within residential childcare
- LO3** - Be able to lead the development of a positive organisational culture
- LO4** - Be able to develop a plan with team members to meet agreed objectives
- LO5** - Be able to support individual team members to work towards agreed objectives
- LO6** - Be able to manage performance
- LO7** - Understand how to lead a team through change

For **LO2, AC2.5** Analyse methods for conflict resolution within a team; it is important that learners 'analyse' methods for resolving conflicts. For **LO3, LO4, LO5 and LO6** observations of learners' practices must be the main assessment method used, expert witness testimony can be a good source of evidence if a natural opportunity to observe these assessment criteria by the assessor does not arise. For **LO7, AC7.2** Compare theories of change management, a range of theories must be compared.

**Unit 4: Lead practice to support the safeguarding and protection of children and young people in residential childcare**

- LO1** - Understand the impact of current legislation for the safeguarding of children and young people
- LO2** - Be able to participate in local networks to safeguard children and young people
- LO3** - Be able to lead practice that minimises the risk of potential, actual and alleged harm by team members
- LO4** - Be able to lead practice that minimises the risk of harm and abuse in the care setting
- LO5** - Be able to implement policies and procedures for safeguarding children and young people
- LO6** - Understand situations that present high risk of harm for children and young people
- LO7** - Understand approaches that address child sexual exploitation
- LO8** - Be able to review policies and procedures for safeguarding children and young people in residential childcare

For **LO1, AC1.2** Analyse how current national and local guidelines, policies and procedures for safeguarding affect working practices with children and young people; learners' analysis must include up-to-date national and local guidelines, policies and procedures. For **LO2, LO3, LO4, LO5 and LO8**, observations of learners' practices must be the main assessment method used.

**Unit 5: Lead practice for communication and information management in residential childcare settings**

- LO1** - Understand the theoretical context of communication in residential childcare settings
- LO2** - Be able to develop team members' knowledge and skills to support communication with children and young people
- LO3** - Be able to support team members in addressing specific communication needs of children and young people
- LO4** - Be able to develop practices that support children and young people to communicate openly in the work setting
- LO5** - Understand approaches to conflict management
- LO6** - Be able to develop communication to support professional networks and teams
- LO7** - Be able to manage systems for effective information management

For **LO1, AC1.1** Compare theoretical models of communication relevant to residential childcare settings, research based activities need to focus on 'models of communication'; their relevance to residential childcare settings must also be made clear. Case scenarios and reflections could support the knowledge based assessment criteria contained within the 'Be able to' **LOs 6 and 7**.

**Unit 6: Manage risk in residential childcare**

**LO1** - Understand the legal, ethical and theoretical context for health, safety and risk management in residential childcare settings

**LO2** - Be able to establish a culture where risks and benefits are balanced to achieve positive outcomes for children and young people

**LO3** - Be able to lead implementation of risk management procedures

**LO4** - Be able to review health, safety and risk management policies, procedures and practices

For **LO1, AC2.2** Support others to understand how the balancing of risks and benefits can achieve positive outcomes for children and young people, is a competence based assessment criterion, expert witness testimony and observations of learners' practices could be used as the main source of evidence. For **LO2 and LO3**, learners must demonstrate how they are able to support a range of 'others'.

**Unit 7: Lead and manage group living in residential childcare**

**LO1** - Understand current theoretical frameworks for group living for children and young people

**LO2** - Understand the current legal, policy and rights frameworks for children and young people in group living

**LO3** - Be able to support positive outcomes in a group living environment

**LO4** - Be able to lead the planning, implementation and review of group living activities for children and young people

**LO5** - Be able to manage work schedules and patterns to maintain a positive environment for group living

For **LO1, AC2.1** Explain the legislative, policy and rights frameworks that underpin group living for children and young people, learners' explanations must be based on current and relevant legislation, policy and rights frameworks. For **LO3, AC3.1** Analyse how group living can support positive outcomes for children and young people, case scenarios could be a good source of evidence for this assessment criterion. The evidence generated by learners for the assessment criteria contained within **LO4** must focus on planning, implementing and reviewing activities with children and young people. Expert witness testimony and work product evidence could provide additional evidence to support the competence based assessment criteria within **LO5**.

**Unit 8: Lead a service that can support children or young people who have experienced harm or abuse**

**LO1** - Understand roles and responsibilities when supporting children or young people who have experienced harm or abuse

**LO2** - Be able to prepare team members to respond to disclosure or detection of harm and abuse

**LO3** - Understand how to provide a service that addresses both the safety and the wellbeing of children and young people who have experienced harm or abuse

**LO4** - Be able to support team members to work with challenges relating to harm or abuse

For **LO1, AC1.1** Explain roles and responsibilities within the organisation in relation to children or young people who have experienced harm or abuse and **AC1.2** Explain the roles and responsibilities of other agencies in the local networks with regard to children or young people who have experienced harm or abuse; learners' knowledge must be relevant to their own work settings and include explanations of the roles and responsibilities within their own organisations and within those of external agencies. For **LO2 and LO4** expert witness testimony can be used if information is too sensitive to be shared through observations by learners' assessors.

### **Unit 9: Lead practice to achieve positive outcomes for children and young people in residential childcare**

- LO1** - Understand positive outcomes for children and young people in residential childcare
- LO2** - Be able to lead practice that puts children or young people at the centre
- LO3** - Be able to lead engagement with families to benefit children or young people
- LO4** - Be able to lead practice that addresses the health needs of children or young people
- LO5** - Be able to lead practice that supports children or young people to learn
- LO6** - Be able to lead practice that supports children or young people to enjoy their leisure time
- LO7** - Be able to lead practice that promotes participation in the community
- LO8** - Be able to lead continuous improvement to practice

For **LO1, AC2.3** Plan provision that meets the identified needs of children or young people, learners could make reference to the information and guidance included within the exemplification in this unit about what is involved in 'planning provision'. For **LO2, LO3, LO4, LO5, LO6, LO7 and LO8**, person centred approaches to working with children, young people and their families must be central to learners' observed practices.

### **Unit 10: Implement a Positive Relationship Policy in residential childcare**

- LO1** - Understand the interconnection between relationships and behaviour
- LO2** - Be able to develop a positive relationship policy that promotes good behaviour and positive outcomes for children and young people
- LO3** - Be able to establish systems to implement the positive relationship policy
- LO4** - Be able to equip team members to implement the positive relationship policy
- LO5** - Be able to review a Positive Relationship Policy
- LO6** - Understand the context for use of physical intervention and restraint

Observations of learners' practices for **LO2, LO3, LO4 and LO5** could be supported with work product evidence and witness testimony. For **LO6, AC6.1** Explain principles for the use of physical intervention and restraint with children and young people in residential childcare, learners' explanations must focus on current definitions of the terms 'physical intervention and restraint.'. The exemplification guidance included with this unit as well as current legislation are useful sources of evidence for the meaning of these terms.

### **Unit 11: Lead practice to support the well-being and resilience of children and young people in residential childcare**

- LO1** - Understand well-being and resilience in children and young people in residential childcare
- LO2** - Understand support for well-being and resilience
- LO3** - Be able to lead practice that supports children and young people's well-being and resilience
- LO4** - Be able to improve practice in promoting the well-being and resilience of children and young people

For **LO2, AC2.2** Explain the importance of homeliness, friendship and fun in the childcare setting, all three aspects of this assessment criterion must be evidenced i.e. 'homeliness, friendship and fun'. For **LO3, AC 3.3** Lead the implementation of solution focused approaches for building children or young people's resilience, social and emotional identity and self-esteem; the meaning of solution focused approaches was explored with learners.

**Unit 12: Lead practice in safe use of digital, internet and mobile technology with children and young people**

**LO1** - Understand the uses of technology by children and young people in society

**LO2** - Understand benefits and risks for children and young people when using digital, internet and mobile technology

**LO3** - Be able to support safe use of digital, internet and mobile technology by children and young people

**LO4** - Be able to address risks to team members associated with use of digital, internet and mobile technology

For **AC1.1** Identify digital, internet and mobile technology used in society, learners could conduct some independent research of the scope and meaning of each of these terms and use this as the basis of evidencing their knowledge and skills across all LOs in relation to children and young people in society.

**Unit 13: Undertake professional development in residential childcare settings**

**LO1** - Understand principles of professional development

**LO2** - Understand how personal attributes and experiences can be used in professional development

**LO3** - Be able to prioritise goals and targets for own professional development

**LO4** - Be able to prepare a professional development plan

**LO5** - Be able to improve performance through reflective practice

For **LO1, AC1.3** Compare the use of different sources and systems of support for professional development, a range of different sources and systems of support must be included. For **LO2, AC2.1** Analyse how own values, resilience, emotional intelligence and life experiences influence own professional practice, all aspects of this assessment criterion must be evidenced. For **LO3, LO4 and LO5** the competence based assessment criteria must be observed by the learner's assessor or line manager who could act as an expert witness.

**Unit 14: Lead practice to promote the rights, diversity and equality of children and young people in residential childcare**

**LO1** - Understand the legislative frameworks for children and young people's rights

**LO2** - Be able to develop policies and procedures that promote the rights of children and young people

**LO3** - Understand anti-discriminatory practice with children and young people

**LO4** - Be able to lead anti-discriminatory practice

**LO5** - Be able to lead practice that supports the right of children and young people to raise concerns and make complaints

**LO6** - Be able to lead continuous improvement to practice to promote the rights of children and young people

For **LO1, AC1.2** Analyse how legislative and rights frameworks are intended to improve the life chances and outcomes of children and young people, learners could relate their responses to AC1.1; both assessment criteria could be holistically assessed.

**Unit 15: Lead networks and multi-agency work to benefit children and young people in residential childcare**

**LO1** - Understand the role of networks and multi-agency work in supporting positive outcomes for children and young people in residential childcare

**LO2** - Understand the local network for children and young people's services

**LO3** - Be able to build a multiagency team around a child or young person

**LO4** - Be able to participate in the work of a multi-agency team built around a child or young person

**LO5** - Be able to continuously improve multi-agency work

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For **LO1, AC1.2** Analyse instances where the failure to work in partnership with other agencies has been highlighted in formal inquiries and serious case reviews; case scenarios and reflections were used as the basis of learners' analysis.

### Optional Units

#### **Unit 20: Understand the context of residential childcare for children and young people with complex disabilities or conditions**

**LO1** - Understand the impact of complex disabilities and conditions on children and young people and their families

**LO2** - Understand the theoretical, legal and policy frameworks for residential childcare for children and young people with complex disabilities or conditions

**LO3** - Understand residential childcare for children and young people with complex disabilities or conditions

For **LO1, AC1.2** Analyse how complex disabilities and conditions experienced by children and young people can impact on their families, the exemplification guidance is a useful starting point for learners' to understand the meaning of the term, 'complex disabilities and conditions'.

#### **Unit 23: Undertake a research project within services for health and social care or children and young people**

**LO1** - Be able to justify a topic for research within services for health and social care or children and young people

**LO2** - Understand how the components of research are used

**LO3** - Be able to conduct a research project within services for health and social care or children and young people

**LO4** - Be able to analyse research findings

For **LO1, AC1.4** Complete a literature review of chosen area of research Centres provided learners with information and guidance about what is involved in a 'literature review'. For **LO2, AC2.4** Explain the importance of validity and reliability of data used within research; learners must show a clear understanding of both terms, 'validity and 'reliability'.

## 4. Sector Update

The following developments have arisen in the health and social care sector:

### January 2016

- Department of Health's Social work for better mental health

The aim of the strategy is to improve social work across the mental health sector and services and to make sure that the value of social work in improving mental wellbeing is recognised.

The document can be downloaded from this link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/495500/Strategic\\_statement\\_-\\_social\\_work\\_adult\\_mental\\_health\\_A.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/495500/Strategic_statement_-_social_work_adult_mental_health_A.pdf)

### March 2016

- Department of Health's update to the Care Act Statutory Guidance

This update sets out the main changes that have arisen with the Care Act. The key ones are as follows: a new description has been added regarding the role of principal social worker in

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relation to promoting well-being, direct payments in residential care that will be available in 2020, safeguarding best practice for supporting individuals who self-neglect, updated definition on domestic violence, updated guidance on responding and reporting abuse and focus on prevention of abuse occurring by identifying abuse early.

This update can be accessed from the following link:

[http://www.local.gov.uk/care-support-reform/-/journal\\_content/56/10180/7740017/ARTICLE#table](http://www.local.gov.uk/care-support-reform/-/journal_content/56/10180/7740017/ARTICLE#table)

**May 2016**

➤ Raising Awareness of Autism

In May 2016, every GP practice in England was sent a resource pack to support GPs and their teams in their efforts to make their surgeries more autism friendly. The resource pack was produced by a range of stakeholders, including the National Autistic Society, Research Autism and Autism Alliance with the Department of Health.

A copy of the Resource pack can be downloaded from this link:

<http://www.rcgp.org.uk/clinical-and-research/toolkits/~/media/7277779219C7487E8DE47F128A6BA7F5.ashx>

**June 2016**

➤ Dementia, Equity and Rights

This report was co-produced by the following organisations: Race Equality Foundation, Age UK, Joseph Rowntree Foundation, Mental Health Providers Forum, National LGB&T Partnership, Women's Health and Equality Consortium, Young Dementia UK, Voluntary Organisations Disability Group and National Care Forum.

It highlights several innovative approaches to dementia care and includes the following ten themes:

- 1) Seek to understand each person with dementia, and carer, as an individual
- 2) Consider different pathways to diagnosis
- 3) Explore tailored support options following diagnosis
- 4) Enable a variety of peer-support options for people with dementia and carers
- 5) Tailor engagement with families and carers
- 6) Work through community intermediaries
- 7) Locally tailored public-awareness campaigns
- 8) Professional understanding of equity issues and how this affects individuals
- 9) Exploit local data resources
- 10) Embed in research and evaluation

The report can be accessed from the following link:

[http://www.raceequalityfoundation.org.uk/sites/default/files/publications/downloads/Dementia%20report%20SCREEN\\_0.pdf](http://www.raceequalityfoundation.org.uk/sites/default/files/publications/downloads/Dementia%20report%20SCREEN_0.pdf)

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**June 2016**

➤ Making it Real Guide for Supported Housing

The Guide has been published by Think Local Act Personal (TLAP) and Sitra, part of Homeless Link and is aimed at commissioners and service providers. It offers advice and case study examples to show how housing can be tailored to be person-centred. It also describes what good personalised care and support looks like from the perspective of people who use services and includes a number of different areas that can impact on wellbeing: information and advice, the role of active and supportive communities, flexible and integrated care and support, personal budgets and self-funding, workforce and risk enablement.

The guide can be accessed from the following link:

[http://www.thinklocalactpersonal.org.uk/\\_assets/MakingItReal/MIRHousing.pdf](http://www.thinklocalactpersonal.org.uk/_assets/MakingItReal/MIRHousing.pdf)

**July 2016**

➤ Dignity, safety, liberty - watchwords for the Mental Capacity Act

This blog for Social Care News, by the Chair of the National Mental Capacity Forum, Baroness Finlay explains why greater awareness of the Mental Capacity Act remains vital to its effectiveness. It also includes Shropshire Council's visual aid for remembering the five principles of the Mental Capacity Act.

This blog can be accessed from the following link:

<https://socialcare.blog.gov.uk/2016/07/22/dignity-safety-liberty-watchwords-for-the-mental-capacity-act/>

➤ Walking the tightrope

A report produced by Age UK and Carers UK details the challenges of combining caring and employment in later life including the impact that caring for loved ones can have on people's working lives and subsequently their finances, health and wellbeing.

The report can be accessed from the following link:

[http://www.ageuk.org.uk/Documents/EN-GB/For-professionals/Policy/work-and-learning/Walking\\_the\\_tightrope\\_report\\_2016.pdf?epslanguage=en-GB&dtrk=true](http://www.ageuk.org.uk/Documents/EN-GB/For-professionals/Policy/work-and-learning/Walking_the_tightrope_report_2016.pdf?epslanguage=en-GB&dtrk=true)

Additional information about these qualifications is available from OCR's website and includes Key Documents, Notices to Centres, Chief Verifier Annual Reports, Recording Forms, Units, Model Assignments, Support Materials, Teaching and Learning Resources:

For scheme 09621 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-leadership-for-health-and-social-care-and-children-and-young-people's-services-children-and-young-people's-residential-management-england-level-5-diploma-09621/>

For scheme 09622 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-leadership-for-health-and-social-care-and-children-and-young-people's-services-children-and-young-people's-management-england-level-5-diploma-09622/>

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For scheme 09623 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-leadership-for-health-and-social-care-and-children-and-young-people's-services-children-and-young-people's-advanced-practice-england-level-5-diploma-09623/>

For scheme 09624 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-leadership-for-health-and-social-care-and-children-and-young-people's-services-adults'-residential-management-england-level-5-diploma-09624/>

For scheme 09625 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-leadership-for-health-and-social-care-and-children-and-young-people's-services-adults'-management-england-level-5-diploma-09625/>

For scheme 09626 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-leadership-for-health-and-social-care-and-children-and-young-people's-services-adults'-advanced-practice-england-level-5-diploma-09626/>

For scheme 10393 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-leadership-for-health-and-social-care-and-children-and-young-peoples-services-adults'-residential-management-england-level-5-diploma-10393-from-2014/>

For scheme 10394 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-leadership-for-health-and-social-care-and-children-and-young-peoples-services-adults'-management-england-level-5-diploma-10394-from-2014/>

For scheme 10395 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-leadership-for-health-and-social-care-and-children-and-young-peoples-services-adults'-advanced-practice-england-level-5-diploma-10395-from-2014/>

For scheme 10396 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-leadership-for-health-and-social-care-and-children-and-young-peoples-services-children-and-young-peoples-residential-management-england-level-5-diploma-from-2014-10396/>

For scheme 10397 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-leadership-for-health-and-social-care-and-children-and-young-peoples-services-children-and-young-peoples-management-england-level-5-diploma-10397-from-2014/>

For scheme 10398 visit: <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-leadership-for-health-and-social-care-and-children-and-young-peoples-services-children-and-young-peoples-advanced-practice-england-level-5-diploma-10398-from-2014/>

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