



**Qualification Specification**  
**Care Leadership and Management – Level 5**  
**(England)**

**Higher Apprenticeship in Care Leadership  
and Management**

Version 2.0

(September 2016)



This qualification specification covers the following qualification:

Qualification Title	Qualification Number
Gateway Qualifications Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)	601/6739/7

### About this qualification specification

This qualification specification is intended for Tutors, Assessors, Internal Quality Assurers, Centre Quality Managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The guide should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer this qualification, you must be a Gateway Qualifications recognised centre.

If your centre is not yet recognised, please contact our Development Team to discuss becoming Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)

Website: [www.gatewayqualifications.org.uk/recognition](http://www.gatewayqualifications.org.uk/recognition)

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## 1. Qualification Information

### 1.1 About the qualifications

The qualifications have been approved by Ofqual, the regulator of qualifications, examinations and assessments in England.

The aim of these qualifications is to support the aims and objectives of the Health and Social Care (England) Apprenticeship Framework.

#### **Higher Apprentice in Care Leadership and Management (Adult Social Care)**

##### **Pathway 1: General Adult Social Care**

The **Gateway Qualifications Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)** meets both the competence and knowledge qualification requirements of this pathway.

This qualification is part of the level 5 Higher Apprenticeship framework for those working as Adults' Residential Managers, Adults' Managers and Adults' Advanced Practitioners in Adult Social Care or as a Manager of Specialist Adult Social Care Services or Business Development Manager in adult social care only. The framework was developed by Skills for Care based on the input of employers in the adult social care sector.

This is one of two Apprenticeship frameworks for people employed in adult social care in England and complements the Intermediate and Advanced framework. This framework covers the social care sector which includes:

- Private providers
- Local authorities
- Voluntary organisations
- Individual Employers
- Adult social care sector

Social care is the term given to a wide range of care and support for people with an assessed need. Social care services are administered through local authorities working with voluntary, private and independent social care organisations. Councils may also provide services themselves or commission others to do so.

In social care this qualification and the relevant higher apprenticeship provides a suitable way to meet the development and qualification needs of the workforce at higher levels and is appropriate for existing staff working or new entrants wanting to work in a Adults' Residential Management, Adults' Management, Adults' Advanced Practice, or as a Manager of Specialist Adult Social Care Services or Business Development Manager in adult social care.

## 1.2 Objective

The objective of the Gateway Qualifications Level 5 Health and Social Care qualification is to confirm competence in an occupational role to the standards specified within the Higher Apprenticeship Framework for Care Leadership and Management (England).

## 1.3 Key Facts

Qualification Title in full	Credit Value	Min and Max Guided Learning Hours
Gateway Qualifications Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)	90	545-739

1 credit is 10 hours of notional learning time. Learning time is defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

Guided Learning Hours is the number of hours of teacher-supervised or directed study time required to teach a qualification or unit of a qualification.

Some learners will be able to achieve these units in a shorter time, other learners, particularly those with additional support requirements will take much longer.

## 1.4 Funding

For information regarding potential sources of funding please visit the following websites;

The Skills Funding Agency <https://www.gov.uk/sfa>

or, contact your local funding office.

## 1.5 Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

## 1.6 Geographical Coverage

This qualification has been approved by Ofqual to be offered in England.



## 1.7 Progression Opportunities

Those completing the **Level 5 qualification** as part of a Higher Apprenticeship in Care Leadership and Management could progress onto:

- Further qualifications specific to their work context
- Relevant degree qualifications within Health and Social Care

## 1.8 Relationship with other frameworks

The Gateway Qualifications Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) is related to the National Occupational Standards (NOS) developed by Skills for Care. It provides a significant amount of knowledge, understanding and skills development that underpins occupational competence in the adult social care sector.

Relevant units within the qualification have been carefully developed according to the relevant standards as appropriate and/or in conjunction with Users of qualifications.

## 2 Learner Entry Requirements

### 2.1 Age

The approved age range for these qualifications is: 19+.

### 2.2 Prior Qualifications or Units

There is no requirement for learners to have achieved prior qualifications or units.

### 2.3 Prior Skills/Knowledge/Understanding

There are no formal entry conditions for this qualification and the relevant higher apprenticeship framework. Individuals about to undertake this qualification must, however, work in job roles which are appropriate for the framework and which will allow them to gather the evidence necessary for the qualifications and components which form a part of the framework.

Potential apprentices should be willing to undergo a DBS (Disclosure and Barring Service) check. Employers in social care carry out DBS checks, as this is a requirement, and certain offences may disqualify potential apprentices from employment in these sectors and thus automatically preclude them from completing the framework.

Potential apprentices should therefore discuss any relevant matters with their employer prior to enrolment.

### 2.4 Restrictions

There are no restrictions to entry.

Whilst there are no formal criteria, people who successfully complete Apprenticeships and continue to work in the sector most often exhibit empathy, care and interest in others and want to work in the social care sector. Whilst it is practical to up-skill staff, successful Apprentices tend to come with the values and attitudes compatible with the roles they will be working in.

Examples of desirable skills and attributes in potential apprentices could include:  
good interpersonal skills, effective verbal and non-verbal communication skill

- respect for people who use the services as individuals
- motivation to succeed in the sector
- good interpersonal skills, effective verbal and non-verbal communication skills
- a suitable level of physical fitness may be necessary in order to perform some aspects of the job roles, for example, assisting and moving people who use the services
- willingness to undertake training and learning programmes and apply that learning in the workplace
- the ability to demonstrate that they have the potential to complete the level 5 Diploma and other qualifications that are part of the Apprenticeship framework

- willingness and ability to work both long shifts and irregular shift patterns as provision of care has to be available 24 hours a day
- willingness to undertake personal care which includes assistance with dressing, feeding, washing and toileting, as well as advice, encouragement and emotional and psychological support
- an ability to work in small informal teams, demonstrating their listening skills and decision making skills as well as ability to lead formal teams, set and enforce procedures and act as a guide or a mentor to staff
- a standard of literacy and numeracy in keeping with the demands of the job.

## 2.5 Access to qualifications for learners with disabilities or specific needs

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners is set out in the Reasonable Adjustment and Special Considerations Policy.

## 2.6 Additional Requirements/Guidance

There are no additional rules or guidance regarding learner entry requirements. However, if learners plan to complete the higher level apprenticeship should note that Apprentices that have already achieved competence and/or knowledge qualifications before entry to the Apprenticeship must select options which will equip them with new skills and learning. The qualification offers a full range of options.

## 2.7 Recruiting Learners with Integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification and that the qualification will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification.

### 3 Achieving the Qualification

#### 3.1 Qualification Structure (Rules of Combination and Unit List)

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria. To obtain unit information, please contact Gateway Qualifications who will enable access to our unit library. Please refer to the Appendix for details of barred units.

For information on Recognition of Prior Learning/Exempt and Equivalent units please see section **3.2 Recognition of Prior Learning (RPL)/Exemptions/Equivalencies**

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

Learners must gain a minimum of 90 credits to achieve the Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England). Learners must achieve 30 credits from Group A mandatory units and the remaining credits from one of the pathways.

Learners wishing to complete the Higher Apprenticeship in Care Leadership and Management framework must complete these two optional units in addition to the Group A mandatory units:

F/504/2218 - Understand professional management and leadership in health and social care or children and young people's settings

J/602/3499 - Undertake a research project within services for health and social care or children and young people

They must ensure that they complete a minimum of 10 credits covering knowledge and a minimum of 68 credits covering competence.

#### **Group A - mandatory units**

Learners must achieve 30 credits from this group.

Unit Reference Number	Title	Level	Credit Value	GLH
F/602/2335	Use and develop systems that promote communication	Level 5	3	24
L/602/2578	Promote professional development	Level 4	4	33
Y/602/3183	Champion equality, diversity and inclusion	Level 5	4	34
K/602/3172	Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings	Level 5	5	33
A/602/3189	Work in partnership in health and social care or children and young people's settings	Level 4	4	26
J/602/3499	Undertake a research project within services for health and social care or children and young people	Level 5	10	80

## Pathways

Learners must select one pathway.

### Pathway: Children and Young People's Residential Management

Learners must achieve a minimum of 60 credits - 44 credits from Group B1, a minimum of 12 credits from Group B2, and the remaining credits to be taken from Groups B2, B3 or B4 with a minimum of 1 and a maximum of 6 credits being taken from Group B3.

#### B1 - Children and Young People's Residential Management - Core

Learners must achieve 44 credits.

Unit Reference Number	Title	Level	Credit Value	GLH
F/601/9449	Understand children and young person's development	Level 5	6	30
J/601/9369	Lead practice that supports positive outcomes for child and young person development	Level 5	6	36
A/601/9370	Develop and implement policies and procedures to support the safeguarding of children and young people	Level 5	6	26
A/602/3175	Lead and manage group living for children	Level 5	6	43
H/602/3171	Lead and manage a team within a health and social care or children and young people's setting	Level 6	7	46
M/602/3187	Develop professional supervision practice in health and social care or children and young people's work settings	Level 5	5	39
J/602/2577	Lead practice in promoting the well being and resilience of children and young people	Level 5	8	53

#### B2 - Children and Young People's Residential Management - Optional Management

Learners must achieve a minimum of 12 credits.

Unit Reference Number	Title	Level	Credit Value	GLH
J/602/2336	Develop procedures and practice to respond to concerns and complaints	Level 5	6	40
R/602/2338	Recruitment and selection within health and social care or children and young people's settings	Level 4	3	26
Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	Level 5	6	42
L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	Level 5	6	43
T/602/2574	Manage induction in health and social care or children and young people's settings	Level 4	3	21
F/602/2612	Facilitate change in health and social care or children and young people's settings	Level 5	6	42
L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	Level 6	7	48

Unit Reference Number	Title	Level	Credit Value	GLH
T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	Level 4	4	31
R/602/2758	Manage quality in health and social care or children and young people's setting	Level 5	5	36
Y/600/9588	Develop and evaluate operational plans for own area of responsibility	Level 5	6	25
K/600/9711	Manage physical resources	Level 4	3	25

### B3 - Children and Young People's Residential Management – Optional Knowledge

Learners must achieve a minimum of 1 and a maximum of 6 credits from this Group.

Unit Reference Number	Title	Level	Credit Value	GLH
T/602/3188	Understand partnership working	Level 4	1	7
D/602/3170	Understand how to manage a team	Level 4	3	20
H/602/3185	Understanding professional supervision practice	Level 4	3	22
J/601/3538	Understand the process and experience of dementia	Level 3	3	22
J/601/6150	Understand Physical Disability	Level 3	3	22
Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	Level 3	3	28
M/601/3467	Understand Sensory Loss	Level 3	3	21
A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	Level 3	3	21
A/503/8135	Understand Advance Care Planning	Level 3	3	25
J/503/8137	Understand how to support individuals during the last days of life	Level 3	3	28
F/503/8704	End of life and dementia care	Level 3	2	20

### B4 - Children and Young People's Residential Management – Optional General

Learners may achieve the remaining credits from this Group.

Unit Reference Number	Title	Level	Credit Value	GLH
L/602/2337	Manage domiciliary services	Level 5	6	39
F/602/2853	Lead the management of transitions	Level 5	4	29
K/602/2572	Lead positive behavioural support	Level 7	10	75
K/602/3074	Develop provision for family support	Level 5	5	33
M/602/2380	Lead support for disabled children and young people and their carers	Level 6	8	57
H/601/7354	Lead active support	Level 5	5	35
K/601/7355	Active support: lead interactive training	Level 5	4	30
J/601/5645	Promote access to healthcare for individuals with learning disabilities	Level 5	6	44
A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	Level 5	7	53
M/601/5817	Support families who are affected by Acquired Brain Injury	Level 3	3	30
D/601/5750	Support families who have a child with a disability	Level 3	3	23
M/601/9494	Support the development of community partnerships	Level 4	5	33

Unit Reference Number	Title	Level	Credit Value	GLH
K/601/7906	Support individuals to access housing and accommodation services	Level 3	4	24
T/601/9495	Support individuals at the end of life	Level 3	7	53
F/601/9029	Work with families, carers and individuals during times of crisis	Level 4	5	35
T/601/9738	Implement the positive behavioural support model	Level 4	8	61
H/601/3546	Support individuals to access education, training or employment	Level 4	4	31
M/601/5249	Promote awareness of sensory loss	Level 5	3	19
H/601/5250	Support the use of assistive technology	Level 5	4	31
K/601/5251	Explore models of disability	Level 5	5	32
M/601/5252	Support individuals with sensory loss with communication	Level 5	5	37
T/601/5253	Support individuals with multiple conditions and/or disabilities	Level 5	5	34
T/600/9789	Support children's speech, language and communication.	Level 3	4	30
F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage.	Level 4	5	40
F/502/3295	Independent Mental Capacity Advocacy	Level 4	12	35
J/502/3296	Independent Mental Health Advocacy	Level 4	7	35
L/502/3297	Providing Independent Advocacy Management	Level 4	11	35
R/502/3298	Providing Independent Advocacy to Adults	Level 4	5	35
Y/502/3299	Independent Advocacy with Children and Young People	Level 4	7	35
F/502/3300	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards	Level 4	5	35
M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	Level 3	4	24
D/501/0585	Identify and act upon immediate risk of danger to substance misusers	Level 3	4	24
F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	Level 5	6	50
D/504/2212	Lead and manage practice in dementia care	Level 5	6	41
M/503/8133	Support the spiritual wellbeing of individuals	Level 3	3	26
F/503/8685	Support individuals during the last days of life	Level 4	5	33
T/503/8134	Lead and manage end of life care services	Level 5	7	45
L/503/8138	Lead a service that supports individuals through significant life events	Level 5	4	31
T/504/2202	Support individuals to stay safe from harm or abuse	Level 3	4	27
J/504/2205	Provide support to adults who have experienced harm or abuse	Level 4	5	39
T/504/2216	Assess the needs of carers and families	Level 3	4	28
F/504/2204	Provide support to children or young people who have experienced harm or abuse	Level 4	6	45
D/504/2243	Understand the factors affecting older people	Level 3	2	17
Y/504/2239	Provide information about health and social care or children and young people's services	Level 3	3	20
Y/504/2208	Lead and manage infection prevention and control within the work setting	Level 5	6	38
T/504/2197	Professional practice in health and social care for adults or children and young people	Level 5	6	43
A/504/2198	Develop, maintain and use records and reports	Level 4	3	23

Unit Reference Number	Title	Level	Credit Value	GLH
H/504/2213	Lead practice which supports individuals to take positive risks	Level 5	4	30
A/504/2217	Lead practice in assessing and planning for the needs of families and carers	Level 5	3	22
J/504/2236	Manage business redesign in health and social care or children or young people's services	Level 5	5	30
J/504/2219	Appraise staff performance	Level 5	5	32
R/504/2224	Support people who are providing homes to individuals	Level 4	6	40
M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	Level 5	6	40



## Pathway: Children and Young People's Management

Learners must achieve a minimum of 60 credits - 38 credits from Group C1, a minimum of 12 credits from Group C2, and the remaining credits to be taken from Groups C2, C3 or C4 with a minimum of 1 and a maximum of 6 credits from Group C3.

### C1 - Children and Young People's Management - Core

Learners must achieve 38 credits from this Group.

Unit Reference Number	Title	Level	Credit Value	GLH
F/601/9449	Understand children and young person's development	Level 5	6	30
J/601/9369	Lead practice that supports positive outcomes for child and young person development	Level 5	6	36
A/601/9370	Develop and implement policies and procedures to support the safeguarding of children and young people	Level 5	6	26
H/602/3171	Lead and manage a team within a health and social care or children and young people's setting	Level 6	7	46
M/602/3187	Develop professional supervision practice in health and social care or children and young people's work settings	Level 5	5	39
J/602/2577	Lead practice in promoting the well being and resilience of children and young people	Level 5	8	53

### C2 - Children and Young People's Management - Optional Management

Learners must achieve a minimum of 12 credits.

Unit Reference Number	Title	Level	Credit Value	GLH
J/602/2336	Develop procedures and practice to respond to concerns and complaints	Level 5	6	40
R/602/2338	Recruitment and selection within health and social care or children and young people's settings	Level 4	3	26
Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	Level 5	6	42
L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	Level 5	6	43
T/602/2574	Manage induction in health and social care or children and young people's settings	Level 4	3	21
F/602/2612	Facilitate change in health and social care or children and young people's settings	Level 5	6	42
L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	Level 6	7	48
T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	Level 4	4	31
R/602/2758	Manage quality in health and social care or children and young people's setting	Level 5	5	36

Unit Reference Number	Title	Level	Credit Value	GLH
Y/600/9588	Develop and evaluate operational plans for own area of responsibility	Level 5	6	25
K/600/9711	Manage physical resources	Level 4	3	25

### C3 - Children and Young People's Management – Optional Knowledge

Learners must achieve a minimum of 1 and a maximum of 6 credits from this Group.

Unit Reference Number	Title	Level	Credit Value	GLH
T/602/3188	Understand partnership working	Level 4	1	7
D/602/3170	Understand how to manage a team	Level 4	3	20
H/602/3185	Understanding professional supervision practice	Level 4	3	22
J/601/3538	Understand the process and experience of dementia	Level 3	3	22
J/601/6150	Understand Physical Disability	Level 3	3	22
Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	Level 3	3	28
M/601/3467	Understand Sensory Loss	Level 3	3	21
A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	Level 3	3	21
A/503/8135	Understand Advance Care Planning	Level 3	3	25
J/503/8137	Understand how to support individuals during the last days of life	Level 3	3	28
F/503/8704	End of life and dementia care	Level 3	2	20

### C4 - Children and Young People's Management – Optional General

Learners may achieve the remaining credits from this Group.

Unit Reference Number	Title	Level	Credit Value	GLH
L/602/2337	Manage domiciliary services	Level 5	6	39
F/602/2853	Lead the management of transitions	Level 5	4	29
K/602/2572	Lead positive behavioural support	Level 7	10	75
K/602/3074	Develop provision for family support	Level 5	5	33
M/602/2380	Lead support for disabled children and young people and their carers	Level 6	8	57
H/601/7354	Lead active support	Level 5	5	35
K/601/7355	Active support: lead interactive training	Level 5	4	30
J/601/5645	Promote access to healthcare for individuals with learning disabilities	Level 5	6	44
A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	Level 5	7	53
M/601/5817	Support families who are affected by Acquired Brain Injury	Level 3	3	30
D/601/5750	Support families who have a child with a disability	Level 3	3	23
M/601/9494	Support the development of community partnerships	Level 4	5	33
K/601/7906	Support individuals to access housing and accommodation services	Level 3	4	24
T/601/9495	Support individuals at the end of life	Level 3	7	53

Unit Reference Number	Title	Level	Credit Value	GLH
F/601/9029	Work with families, carers and individuals during times of crisis	Level 4	5	35
T/601/9738	Implement the positive behavioural support model	Level 4	8	61
H/601/3546	Support individuals to access education, training or employment	Level 4	4	31
M/601/5249	Promote awareness of sensory loss	Level 5	3	19
H/601/5250	Support the use of assistive technology	Level 5	4	31
K/601/5251	Explore models of disability	Level 5	5	32
M/601/5252	Support individuals with sensory loss with communication	Level 5	5	37
T/601/5253	Support individuals with multiple conditions and or disabilities	Level 5	5	34
T/600/9789	Support children's speech, language and communication.	Level 3	4	30
F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage.	Level 4	5	40
F/502/3295	Independent Mental Capacity Advocacy	Level 4	12	35
J/502/3296	Independent Mental Health Advocacy	Level 4	7	35
L/502/3297	Providing Independent Advocacy Management	Level 4	11	35
R/502/3298	Providing Independent Advocacy to Adults	Level 4	5	35
Y/502/3299	Independent Advocacy with Children and Young People	Level 4	7	35
F/502/3300	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards	Level 4	5	35
M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	Level 3	4	24
D/501/0585	Identify and act upon immediate risk of danger to substance misusers	Level 3	4	24
F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	Level 5	6	50
D/504/2212	Lead and manage practice in dementia care	Level 5	6	41
M/503/8133	Support the spiritual wellbeing of individuals	Level 3	3	26
F/503/8685	Support individuals during the last days of life	Level 4	5	33
T/503/8134	Lead and manage end of life care services	Level 5	7	45
L/503/8138	Lead a service that supports individuals through significant life events	Level 5	4	31
T/504/2202	Support individuals to stay safe from harm or abuse	Level 3	4	27
J/504/2205	Provide support to adults who have experienced harm or abuse	Level 4	5	39
T/504/2216	Assess the needs of carers and families	Level 3	4	28
F/504/2204	Provide support to children or young people who have experienced harm or abuse	Level 4	6	45
D/504/2243	Understand the factors affecting older people	Level 3	2	17
Y/504/2239	Provide information about health and social care or children and young people's services	Level 3	3	20
Y/504/2208	Lead and manage infection prevention and control within the work setting	Level 5	6	38
T/504/2197	Professional practice in health and social care for adults or children and young people	Level 5	6	43
A/504/2198	Develop, maintain and use records and reports	Level 4	3	23
H/504/2213	Lead practice which supports individuals to take positive risks	Level 5	4	30

Unit Reference Number	Title	Level	Credit Value	GLH
A/504/2217	Lead practice in assessing and planning for the needs of families and carers	Level 5	3	22
J/504/2236	Manage business redesign in health and social care or children or young people's services	Level 5	5	30
J/504/2219	Appraise staff performance	Level 5	5	32
R/504/2224	Support people who are providing homes to individuals	Level 4	6	40
M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	Level 5	6	40

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

Learners must achieve a minimum of 60 credits - 26 credits from Group D1, and the remaining credits from Groups D2, D3 or D4, with a minimum of 1 and a maximum of 6 credits from Group D3.

### D1 - Children and Young People's Advanced Practice - Core

Learners must achieve 26 credits from this Group.

Unit Reference Number	Title	Level	Credit Value	GLH
F/601/9449	Understand children and young person's development	Level 5	6	30
J/601/9369	Lead practice that supports positive outcomes for child and young person development	Level 5	6	36
A/601/9370	Develop and implement policies and procedures to support the safeguarding of children and young people	Level 5	6	26
J/602/2577	Lead practice in promoting the well being and resilience of children and young people	Level 5	8	53

### D2 - Children and Young People's Advanced Practice - Optional Management

Learners may achieve remaining credits from this group.

Unit Reference Number	Title	Level	Credit Value	GLH
J/602/2336	Develop procedures and practice to respond to concerns and complaints	Level 5	6	40
R/602/2338	Recruitment and selection within health and social care or children and young people's settings	Level 4	3	26
Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	Level 5	6	42
L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	Level 5	6	43
T/602/2574	Manage induction in health and social care or children and young people's settings	Level 4	3	21
F/602/2612	Facilitate change in health and social care or children and young people's settings	Level 5	6	42
L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	Level 6	7	48
T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	Level 4	4	31
R/602/2758	Manage quality in health and social care or children and young people's setting	Level 5	5	36
Y/600/9588	Develop and evaluate operational plans for own area of responsibility	Level 5	6	25
K/600/9711	Manage physical resources	Level 4	3	25

### D3 - Children and Young People's Advanced Practice – Optional Knowledge

Learners must achieve a minimum of 1 and a maximum of 6 credits from this Group.

Unit Reference Number	Title	Level	Credit Value	GLH
T/602/3188	Understand partnership working	Level 4	1	7
D/602/3170	Understand how to manage a team	Level 4	3	20
H/602/3185	Understanding professional supervision practice	Level 4	3	22
J/601/6150	Understand Physical Disability	Level 3	3	22
J/601/3538	Understand the process and experience of dementia	Level 3	3	22
Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	Level 3	3	28
M/601/3467	Understand Sensory Loss	Level 3	3	21
A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	Level 3	3	21
A/503/8135	Understand Advance Care Planning	Level 3	3	25
J/503/8137	Understand how to support individuals during the last days of life	Level 3	3	28
F/503/8704	End of life and dementia care	Level 3	2	20

### D4 - Children and Young People's Advanced Practice – Optional General

Learners may achieve the remaining credits from this Group.

Unit Reference Number	Title	Level	Credit Value	GLH
L/602/2337	Manage domiciliary services	Level 5	6	39
F/602/2853	Lead the management of transitions	Level 5	4	29
K/602/2572	Lead positive behavioural support	Level 7	10	75
K/602/3074	Develop provision for family support	Level 5	5	33
M/602/2380	Lead support for disabled children and young people and their carers	Level 6	8	57
H/601/7354	Lead active support	Level 5	5	35
K/601/7355	Active support: lead interactive training	Level 5	4	30
J/601/5645	Promote access to healthcare for individuals with learning disabilities	Level 5	6	44
A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	Level 5	7	53
M/601/5817	Support families who are affected by Acquired Brain Injury	Level 3	3	30
D/601/5750	Support families who have a child with a disability	Level 3	3	23
M/601/9494	Support the development of community partnerships	Level 4	5	33
K/601/7906	Support individuals to access housing and accommodation services	Level 3	4	24
T/601/9495	Support individuals at the end of life	Level 3	7	53
F/601/9029	Work with families, carers and individuals during times of crisis	Level 4	5	35
T/601/9738	Implement the positive behavioural support model	Level 4	8	61
H/601/3546	Support individuals to access education, training or employment	Level 4	4	31
M/601/5249	Promote awareness of sensory loss	Level 5	3	19
H/601/5250	Support the use of assistive technology	Level 5	4	31
K/601/5251	Explore models of disability	Level 5	5	32

Unit Reference Number	Title	Level	Credit Value	GLH
M/601/5252	Support individuals with sensory loss with communication	Level 5	5	37
T/601/5253	Support individuals with multiple conditions and or disabilities	Level 5	5	34
T/600/9789	Support children's speech, language and communication.	Level 3	4	30
F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage.	Level 4	5	40
F/502/3295	Independent Mental Capacity Advocacy	Level 4	12	35
J/502/3296	Independent Mental Health Advocacy	Level 4	7	35
L/502/3297	Providing Independent Advocacy Management	Level 4	11	35
R/502/3298	Providing Independent Advocacy to Adults	Level 4	5	35
Y/502/3299	Independent Advocacy with Children and Young People	Level 4	7	35
F/502/3300	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards	Level 4	5	35
M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	Level 3	4	24
D/501/0585	Identify and act upon immediate risk of danger to substance misusers	Level 3	4	24
F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	Level 5	6	50
D/504/2212	Lead and manage practice in dementia care	Level 5	6	41
M/503/8133	Support the spiritual wellbeing of individuals	Level 3	3	26
F/503/8685	Support individuals during the last days of life	Level 4	5	33
T/503/8134	Lead and manage end of life care services	Level 5	7	45
L/503/8138	Lead a service that supports individuals through significant life events	Level 5	4	31
T/504/2202	Support individuals to stay safe from harm or abuse	Level 3	4	27
J/504/2205	Provide support to adults who have experienced harm or abuse	Level 4	5	39
T/504/2216	Assess the needs of carers and families	Level 3	4	28
F/504/2204	Provide support to children or young people who have experienced harm or abuse	Level 4	6	45
D/504/2243	Understand the factors affecting older people	Level 3	2	17
Y/504/2239	Provide information about health and social care or children and young people's services	Level 3	3	20
Y/504/2208	Lead and manage infection prevention and control within the work setting	Level 5	6	38
T/504/2197	Professional practice in health and social care for adults or children and young people	Level 5	6	43
A/504/2198	Develop, maintain and use records and reports	Level 4	3	23
H/504/2213	Lead practice which supports individuals to take positive risks	Level 5	4	30
A/504/2217	Lead practice in assessing and planning for the needs of families and carers	Level 5	3	22
J/504/2236	Manage business redesign in health and social care or children or young people's services	Level 5	5	30
J/504/2219	Appraise staff performance	Level 5	5	32
R/504/2224	Support people who are providing homes to individuals	Level 4	6	40
M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	Level 5	6	40

## Pathway: Adults' Residential Management

Learners must achieve a minimum of 60 credits - 32 credits from Group E1, a minimum of 12 credits from Group E2, and the remaining credits from Groups E2, E3 or E4, with a minimum of 1 and a maximum of 6 credits from Group E3.

### E1 – Adults' Residential Management - Core

Learners must achieve all 32 credits from this Group.

Unit Reference Number	Title	Level	Credit Value	GLH
M/602/2850	Manage health and social care practice to ensure positive outcomes for individuals	Level 5	5	35
R/602/2856	Safeguarding and protection of vulnerable adults	Level 5	5	37
T/602/3174	Lead and manage group living for adults	Level 5	5	39
Y/602/2860	Understand safeguarding of children and young people _for those working in the adult sector_	Level 3	1	10
D/602/2844	Lead person centred practice	Level 5	4	29
H/602/3171	Lead and manage a team within a health and social care or children and young people's setting	Level 6	7	46
M/602/3187	Develop professional supervision practice in health and social care or children and young people's work settings	Level 5	5	39

### E2 - Adults' Residential Management - Optional Management

Learners must achieve a minimum of 12 credits from this Group.

Unit Reference Number	Title	Level	Credit Value	GLH
J/602/2336	Develop procedures and practice to respond to concerns and complaints	Level 5	6	40
R/602/2338	Recruitment and selection within health and social care or children and young people's settings	Level 4	3	26
Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	Level 5	6	42
L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	Level 5	6	43
T/602/2574	Manage induction in health and social care or children and young people's settings	Level 4	3	21
F/602/2612	Facilitate change in health and social care or children and young people's settings	Level 5	6	42
L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	Level 6	7	48
T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	Level 4	4	31
R/602/2758	Manage quality in health and social care or children and young people's setting	Level 5	5	36
Y/600/9588	Develop and evaluate operational plans for own area of responsibility	Level 5	6	25
K/600/9711	Manage physical resources	Level 4	3	25



### E3 - Adults' Residential Management - Optional Knowledge

Learners must achieve a minimum of 1 and a maximum of 6 credits from this Group.

Unit Reference Number	Title	Level	Credit Value	GLH
T/602/3188	Understand partnership working	Level 4	1	7
D/602/3170	Understand how to manage a team	Level 4	3	20
H/602/3185	Understanding professional supervision practice	Level 4	3	22
J/601/3538	Understand the process and experience of dementia	Level 3	3	22
J/601/6150	Understand Physical Disability	Level 3	3	22
Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	Level 3	3	28
M/601/3467	Understand Sensory Loss	Level 3	3	21
A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	Level 3	3	21
A/503/8135	Understand Advance Care Planning	Level 3	3	25
J/503/8137	Understand how to support individuals during the last days of life	Level 3	3	28
F/503/8704	End of life and dementia care	Level 3	2	20

### E4 - Adults' Residential Management - Optional General

Learners may achieve the remaining credits from this Group.

Unit Reference Number	Title	Level	Credit Value	GLH
L/602/2337	Manage domiciliary services	Level 5	6	39
F/602/2853	Lead the management of transitions	Level 5	4	29
K/602/2572	Lead positive behavioural support	Level 7	10	75
K/602/3074	Develop provision for family support	Level 5	5	33
M/602/2380	Lead support for disabled children and young people and their carers	Level 6	8	57
H/601/7354	Lead active support	Level 5	5	35
K/601/7355	Active support: lead interactive training	Level 5	4	30
J/601/5645	Promote access to healthcare for individuals with learning disabilities	Level 5	6	44
A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	Level 5	7	53
M/601/5817	Support families who are affected by Acquired Brain Injury	Level 3	3	30
D/601/5750	Support families who have a child with a disability	Level 3	3	23
M/601/9494	Support the development of community partnerships	Level 4	5	33
K/601/7906	Support individuals to access housing and accommodation services	Level 3	4	24
T/601/9495	Support individuals at the end of life	Level 3	7	53
F/601/9029	Work with families, carers and individuals during times of crisis	Level 4	5	35
T/601/9738	Implement the positive behavioural support model	Level 4	8	61
H/601/3546	Support individuals to access education, training or employment	Level 4	4	31
M/601/5249	Promote awareness of sensory loss	Level 5	3	19
H/601/5250	Support the use of assistive technology	Level 5	4	31
K/601/5251	Explore models of disability	Level 5	5	32

Unit Reference Number	Title	Level	Credit Value	GLH
M/601/5252	Support individuals with sensory loss with communication	Level 5	5	37
T/601/5253	Support individuals with multiple conditions and/or disabilities	Level 5	5	34
T/600/9789	Support children's speech, language and communication.	Level 3	4	30
F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage.	Level 4	5	40
F/502/3295	Independent Mental Capacity Advocacy	Level 4	12	35
J/502/3296	Independent Mental Health Advocacy	Level 4	7	35
L/502/3297	Providing Independent Advocacy Management	Level 4	11	35
R/502/3298	Providing Independent Advocacy to Adults	Level 4	5	35
Y/502/3299	Independent Advocacy with Children and Young People	Level 4	7	35
F/502/3300	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards	Level 4	5	35
M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	Level 3	4	24
D/501/0585	Identify and act upon immediate risk of danger to substance misusers	Level 3	4	24
F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	Level 5	6	50
D/504/2212	Lead and manage practice in dementia care	Level 5	6	41
M/503/8133	Support the spiritual wellbeing of individuals	Level 3	3	26
F/503/8685	Support individuals during the last days of life	Level 4	5	33
T/503/8134	Lead and manage end of life care services	Level 5	7	45
L/503/8138	Lead a service that supports individuals through significant life events	Level 5	4	31
T/504/2202	Support individuals to stay safe from harm or abuse	Level 3	4	27
J/504/2205	Provide support to adults who have experienced harm or abuse	Level 4	5	39
T/504/2216	Assess the needs of carers and families	Level 3	4	28
F/504/2204	Provide support to children or young people who have experienced harm or abuse	Level 4	6	45
D/504/2243	Understand the factors affecting older people	Level 3	2	17
Y/504/2239	Provide information about health and social care or children and young people's services	Level 3	3	20
Y/504/2208	Lead and manage infection prevention and control within the work setting	Level 5	6	38
T/504/2197	Professional practice in health and social care for adults or children and young people	Level 5	6	43
A/504/2198	Develop, maintain and use records and reports	Level 4	3	23
H/504/2213	Lead practice which supports individuals to take positive risks	Level 5	4	30
A/504/2217	Lead practice in assessing and planning for the needs of families and carers	Level 5	3	22
J/504/2236	Manage business redesign in health and social care or children or young people's services	Level 5	5	30
J/504/2219	Appraise staff performance	Level 5	5	32
R/504/2224	Support people who are providing homes to individuals	Level 4	6	40
M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	Level 5	6	40

## Pathway: Adults' Management

Learners must achieve a minimum of 60 credits - 33 credits from Group F1, a minimum of 12 credits from Group F2, and the remaining credits from Groups F2, F3 or F4 with a minimum of 1 and a maximum of 6 credits from Group F3.

### F1 – Adults' Management - Core

Learners must achieve all 33 credits from this Group.

Unit Reference Number	Title	Level	Credit Value	GLH
M/602/2850	Manage health and social care practice to ensure positive outcomes for individuals	Level 5	5	35
R/602/2856	Safeguarding and protection of vulnerable adults	Level 5	5	37
Y/602/2860	Understand safeguarding of children and young people _for those working in the adult sector_	Level 3	1	10
D/602/2844	Lead person centred practice	Level 5	4	29
H/602/3171	Lead and manage a team within a health and social care or children and young people's setting	Level 6	7	46
M/602/3187	Develop professional supervision practice in health and social care or children and young people's work settings	Level 5	5	39
J/601/5242	Assess the individual in a health and social care setting	Level 5	6	41

### F2 - Adults' Management - Optional Management

Learners must achieve a minimum of 12 credits from this Group.

Unit Reference Number	Title	Level	Credit Value	GLH
J/602/2336	Develop procedures and practice to respond to concerns and complaints	Level 5	6	40
R/602/2338	Recruitment and selection within health and social care or children and young people's settings	Level 4	3	26
Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	Level 5	6	42
L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	Level 5	6	43
T/602/2574	Manage induction in health and social care or children and young people's settings	Level 4	3	21
F/602/2612	Facilitate change in health and social care or children and young people's settings	Level 5	6	42
L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	Level 6	7	48
T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	Level 4	4	31
R/602/2758	Manage quality in health and social care or children and young people's setting	Level 5	5	36
Y/600/9588	Develop and evaluate operational plans for own area of responsibility	Level 5	6	25

Unit Reference Number	Title	Level	Credit Value	GLH
K/600/9711	Manage physical resources	Level 4	3	25

### F3 - Adults' Management - Optional Knowledge

Learners must take a minimum of 1 and a maximum of 6 credits from this Group.

Unit Reference Number	Title	Level	Credit Value	GLH
T/602/3188	Understand partnership working	Level 4	1	7
D/602/3170	Understand how to manage a team	Level 4	3	20
H/602/3185	Understanding professional supervision practice	Level 4	3	22
J/601/3538	Understand the process and experience of dementia	Level 3	3	22
J/601/6150	Understand Physical Disability	Level 3	3	22
Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	Level 3	3	28
M/601/3467	Understand Sensory Loss	Level 3	3	21
A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	Level 3	3	21
A/503/8135	Understand Advance Care Planning	Level 3	3	25
J/503/8137	Understand how to support individuals during the last days of life	Level 3	3	28
F/503/8704	End of life and dementia care	Level 3	2	20

### F4 - Adults' Management - Optional General

Learners may achieve the remaining credits from this Group.

Unit Reference Number	Title	Level	Credit Value	GLH
L/602/2337	Manage domiciliary services	Level 5	6	39
F/602/2853	Lead the management of transitions	Level 5	4	29
K/602/2572	Lead positive behavioural support	Level 7	10	75
K/602/3074	Develop provision for family support	Level 5	5	33
M/602/2380	Lead support for disabled children and young people and their carers	Level 6	8	57
H/601/7354	Lead active support	Level 5	5	35
K/601/7355	Active support: lead interactive training	Level 5	4	30
J/601/5645	Promote access to healthcare for individuals with learning disabilities	Level 5	6	44
A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	Level 5	7	53
D/601/5750	Support families who have a child with a disability	Level 3	3	23
M/601/5817	Support families who are affected by Acquired Brain Injury	Level 3	3	30
M/601/9494	Support the development of community partnerships	Level 4	5	33
K/601/7906	Support individuals to access housing and accommodation services	Level 3	4	24
T/601/9495	Support individuals at the end of life	Level 3	7	53
F/601/9029	Work with families, carers and individuals during times of crisis	Level 4	5	35
T/601/9738	Implement the positive behavioural support model	Level 4	8	61

Unit Reference Number	Title	Level	Credit Value	GLH
H/601/3546	Support individuals to access education, training or employment	Level 4	4	31
M/601/5249	Promote awareness of sensory loss	Level 5	3	19
H/601/5250	Support the use of assistive technology	Level 5	4	31
K/601/5251	Explore models of disability	Level 5	5	32
M/601/5252	Support individuals with sensory loss with communication	Level 5	5	37
T/601/5253	Support individuals with multiple conditions and or disabilities	Level 5	5	34
T/600/9789	Support children's speech, language and communication.	Level 3	4	30
F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage.	Level 4	5	40
F/502/3295	Independent Mental Capacity Advocacy	Level 4	12	35
J/502/3296	Independent Mental Health Advocacy	Level 4	7	35
L/502/3297	Providing Independent Advocacy Management	Level 4	11	35
R/502/3298	Providing Independent Advocacy to Adults	Level 4	5	35
Y/502/3299	Independent Advocacy with Children and Young People	Level 4	7	35
F/502/3300	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards	Level 4	5	35
M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	Level 3	4	24
D/501/0585	Identify and act upon immediate risk of danger to substance misusers	Level 3	4	24
F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	Level 5	6	50
D/504/2212	Lead and manage practice in dementia care	Level 5	6	41
M/503/8133	Support the spiritual wellbeing of individuals	Level 3	3	26
F/503/8685	Support individuals during the last days of life	Level 4	5	33
T/503/8134	Lead and manage end of life care services	Level 5	7	45
L/503/8138	Lead a service that supports individuals through significant life events	Level 5	4	31
T/504/2202	Support individuals to stay safe from harm or abuse	Level 3	4	27
J/504/2205	Provide support to adults who have experienced harm or abuse	Level 4	5	39
T/504/2216	Assess the needs of carers and families	Level 3	4	28
F/504/2204	Provide support to children or young people who have experienced harm or abuse	Level 4	6	45
D/504/2243	Understand the factors affecting older people	Level 3	2	17
Y/504/2239	Provide information about health and social care or children and young people's services	Level 3	3	20
Y/504/2208	Lead and manage infection prevention and control within the work setting	Level 5	6	38
T/504/2197	Professional practice in health and social care for adults or children and young people	Level 5	6	43
A/504/2198	Develop, maintain and use records and reports	Level 4	3	23
H/504/2213	Lead practice which supports individuals to take positive risks	Level 5	4	30
A/504/2217	Lead practice in assessing and planning for the needs of families and carers	Level 5	3	22
J/504/2236	Manage business redesign in health and social care or children or young people's services	Level 5	5	30

Unit Reference Number	Title	Level	Credit Value	GLH
J/504/2219	Appraise staff performance	Level 5	5	32
R/504/2224	Support people who are providing homes to individuals	Level 4	6	40
M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	Level 5	6	40

## Pathway: Adults' Advanced Practice

Learners must achieve a minimum of 60 credits - 21 credits from Group G1, and the remaining credits from Groups G2, G3 or G4 with a minimum of 1 and a maximum of 6 credits from Group G3.

### G1 – Adults' Advanced Practice - Core

Learners must achieve all 21 credits from this Group.

Unit Reference Number	Title	Level	Credit Value	GLH
M/602/2850	Manage health and social care practice to ensure positive outcomes for individuals	Level 5	5	35
R/602/2856	Safeguarding and protection of vulnerable adults	Level 5	5	37
Y/602/2860	Understand safeguarding of children and young people _for those working in the adult sector_	Level 3	1	10
D/602/2844	Lead person centred practice	Level 5	4	29
J/601/5242	Assess the individual in a health and social care setting	Level 5	6	41

### G2 - Adults' Advanced Practice - Optional Management

Learners may achieve the remaining credits from this Group.

Unit Reference Number	Title	Level	Credit Value	GLH
J/602/2336	Develop procedures and practice to respond to concerns and complaints	Level 5	6	40
R/602/2338	Recruitment and selection within health and social care or children and young people's settings	Level 4	3	26
Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	Level 5	6	42
L/602/2547	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	Level 5	6	43
T/602/2574	Manage induction in health and social care or children and young people's settings	Level 4	3	21
F/602/2612	Facilitate change in health and social care or children and young people's settings	Level 5	6	42
L/602/2743	Manage an inter-professional team in a health and social care or children and young people's setting	Level 6	7	48
T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's setting	Level 4	4	31
R/602/2758	Manage quality in health and social care or children and young people's setting	Level 5	5	36
Y/600/9588	Develop and evaluate operational plans for own area of responsibility	Level 5	6	25
K/600/9711	Manage physical resources	Level 4	3	25

### G3 - Adults' Advanced Practice - Optional Knowledge

Learners must achieve a minimum of 1 and a maximum of 6 credits from this Group.

Unit Reference Number	Title	Level	Credit Value	GLH
T/602/3188	Understand partnership working	Level 4	1	7
D/602/3170	Understand how to manage a team	Level 4	3	20
H/602/3185	Understanding professional supervision practice	Level 4	3	22
J/601/3538	Understand the process and experience of dementia	Level 3	3	22
J/601/6150	Understand Physical Disability	Level 3	3	22
Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	Level 3	3	28
M/601/3467	Understand Sensory Loss	Level 3	3	21
A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	Level 3	3	21
A/503/8135	Understand Advance Care Planning	Level 3	3	25
J/503/8137	Understand how to support individuals during the last days of life	Level 3	3	28
F/503/8704	End of life and dementia care	Level 3	2	20

### G4 - Adults' Advanced Practice - Optional General

Learners may achieve the remaining credits from this Group.

Unit Reference Number	Title	Level	Credit Value	GLH
L/602/2337	Manage domiciliary services	Level 5	6	39
F/602/2853	Lead the management of transitions	Level 5	4	29
K/602/2572	Lead positive behavioural support	Level 7	10	75
K/602/3074	Develop provision for family support	Level 5	5	33
M/602/2380	Lead support for disabled children and young people and their carers	Level 6	8	57
H/601/7354	Lead active support	Level 5	5	35
K/601/7355	Active support: lead interactive training	Level 5	4	30
J/601/5645	Promote access to healthcare for individuals with learning disabilities	Level 5	6	44
A/601/5318	Promote good practice in the support of individuals with autistic spectrum conditions	Level 5	7	53
M/601/5817	Support families who are affected by Acquired Brain Injury	Level 3	3	30
D/601/5750	Support families who have a child with a disability	Level 3	3	23
M/601/9494	Support the development of community partnerships	Level 4	5	33
K/601/7906	Support individuals to access housing and accommodation services	Level 3	4	24
T/601/9495	Support individuals at the end of life	Level 3	7	53
F/601/9029	Work with families, carers and individuals during times of crisis	Level 4	5	35
T/601/9738	Implement the positive behavioural support model	Level 4	8	61
H/601/3546	Support individuals to access education, training or employment	Level 4	4	31
M/601/5249	Promote awareness of sensory loss	Level 5	3	19
H/601/5250	Support the use of assistive technology	Level 5	4	31
K/601/5251	Explore models of disability	Level 5	5	32



Unit Reference Number	Title	Level	Credit Value	GLH
M/601/5252	Support individuals with sensory loss with communication	Level 5	5	37
T/601/5253	Support individuals with multiple conditions and/or disabilities	Level 5	5	34
T/600/9789	Support children's speech, language and communication.	Level 3	4	30
F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage.	Level 4	5	40
F/502/3295	Independent Mental Capacity Advocacy	Level 4	12	35
J/502/3296	Independent Mental Health Advocacy	Level 4	7	35
L/502/3297	Providing Independent Advocacy Management	Level 4	11	35
R/502/3298	Providing Independent Advocacy to Adults	Level 4	5	35
Y/502/3299	Independent Advocacy with Children and Young People	Level 4	7	35
F/502/3300	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards	Level 4	5	35
M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	Level 3	4	24
D/501/0585	Identify and act upon immediate risk of danger to substance misusers	Level 3	4	24
F/504/2218	Understand professional management and leadership in health and social care or children and young people's settings	Level 5	6	50
D/504/2212	Lead and manage practice in dementia care	Level 5	6	41
M/503/8133	Support the spiritual wellbeing of individuals	Level 3	3	26
F/503/8685	Support individuals during the last days of life	Level 4	5	33
T/503/8134	Lead and manage end of life care services	Level 5	7	45
L/503/8138	Lead a service that supports individuals through significant life events	Level 5	4	31
T/504/2202	Support individuals to stay safe from harm or abuse	Level 3	4	27
J/504/2205	Provide support to adults who have experienced harm or abuse	Level 4	5	39
T/504/2216	Assess the needs of carers and families	Level 3	4	28
F/504/2204	Provide support to children or young people who have experienced harm or abuse	Level 4	6	45
D/504/2243	Understand the factors affecting older people	Level 3	2	17
Y/504/2239	Provide information about health and social care or children and young people's services	Level 3	3	20
Y/504/2208	Lead and manage infection prevention and control within the work setting	Level 5	6	38
T/504/2197	Professional practice in health and social care for adults or children and young people	Level 5	6	43
A/504/2198	Develop, maintain and use records and reports	Level 4	3	23
H/504/2213	Lead practice which supports individuals to take positive risks	Level 5	4	30
A/504/2217	Lead practice in assessing and planning for the needs of families and carers	Level 5	3	22
J/504/2236	Manage business redesign in health and social care or children or young people's services	Level 5	5	30
J/504/2219	Appraise staff performance	Level 5	5	32
R/504/2224	Support people who are providing homes to individuals	Level 4	6	40
M/504/2232	Manage disciplinary processes in health and social care or children and young people's settings	Level 5	6	40

### **Gateway Recognition of Prior Learning (RPL)/Exemptions/Equivalencies**

Recognition of prior learning is an assessment method leading to the award of credit. The process involves considering if a learner can meet the specified assessment requirements for a unit through knowledge, understanding or skills that they possess already as a consequence of which they do not need to undertake a course of learning.

Centres are encouraged to recognise the previous achievements and experiences, both formal, e.g. through accredited units or qualifications, or informal, e.g. through continuous learning. This involves the recognition of achievement from a range of activities that will have been assessed through any valid method of assessment. When using the process of the recognition of prior learning, it is essential that the assessment requirements of a specific unit or, more exceptionally, a qualification have been met. The evidence of learning provided must be sufficient, reliable, authentic and valid.

There are no exempt or equivalent units identified for this qualification.

### **3.2 Links to other qualifications**

This qualification forms the combined knowledge and competence element of the Higher Apprenticeship in Care Leadership and Management (England).

## 4 Assessment and Quality Assurance

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

### 4.1 Method of Assessment

The method of assessment for the qualification is through a portfolio of evidence.

Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence. Simulation may only be utilised as an assessment method for competence based learning outcome where this is specified in the assessment requirements of the unit. Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment. Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

### 4.2 Assessment Materials

There are no specific assessment materials provided for this qualification.

### 4.3 Qualification-Specific Centre Requirements

Centres must ensure that they have the appropriate resources in place when delivering performance units from vocational areas.

### 4.4 Qualification-Specific Tutor/Assessor Requirements

Tutor/Assessors must be fully qualified and experienced in the subject area in which they are delivering, details of which must be provided to Gateway Qualifications as part of the Qualification Approval application.

**Occupationally competent:**

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

**Occupationally knowledgeable:**

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

**Qualified to make assessment decisions:**

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions.

**An expert witness must:**

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise.
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

#### **4.5 Qualification-Specific Quality Assurance Requirements**

Units must be verified by an Internal Quality Assurer who is accountable to the centre. Internal Quality Assurers must:

- hold a D34, V1 Internal Verifier qualification or Internal Quality Assurer qualification or be working towards a relevant qualification and have sufficient and relevant technical/occupational familiarity with the units that are verified
- be fully conversant with the standards and assessment criteria in the units to be assessed
- understand Gateway Qualifications' quality assurance systems and requirements for these qualifications.
- Trainee Internal Quality Assurers must have a plan that is overseen by the recognised centre, to achieve an appropriate Internal Quality Assurance qualification within an agreed timescale.
- All verification decisions made by those working towards a relevant IQA qualification must be verified by a qualified Internal Quality Assurers.

#### **4.6 Additional Requirements/Guidance**

There are no additional requirements that Learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

#### **4.7 Functional Skills**

Functional Skills are not a requirement of the Higher Apprenticeships.

#### **4.8 Employee Rights and Responsibilities (ERR)**

Employee Rights and Responsibilities do not form part of the Higher Apprenticeships.

#### **4.9 Total Guided Learning Hours for the Apprenticeship**

Guided learning hours and on and off the job hours are not requirements for the Higher Apprenticeship.

#### **4.10 Personal Learning and Thinking Skills (PLTS)**

Personal learning and thinking skills are not a part of the Higher Apprenticeship.

## 5 What to do next

For existing centres please contact your named Development Manager or Development Officer.

For organisations, not yet registered as Gateway Qualifications centre please contact:

Gateway Qualifications  
Gateway House  
3 Tollgate Business Park  
COLCHESTER  
CO3 8AB

Tel: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)

## 6 Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester, Essex.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

All approved qualifications appear on the Register of Regulated Qualifications.

## 7 Appendices

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

<b>This Unit</b>	<b>Is Barred Against These Units</b>
Understand how to support individuals during the last days of life (J/503/8137)	Support individuals during the last days of life (F/503/8685)
Lead positive behavioural support (K/602/2572)	Implement the positive behavioural support model (T/601/9738)
Implement the positive behavioural support model (T/601/9738)	Lead positive behavioural support (K/602/2572)
Independent Mental Capacity Advocacy (F/502/3295)	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards (F/502/3300)
	Independent Mental Health Advocacy (J/502/3296)
	Providing Independent Advocacy Management (L/502/3297)
	Providing Independent Advocacy to Adults (R/502/3298)
	Independent Advocacy with Children and Young People (Y/502/3299)
Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards (F/502/3300)	Independent Mental Capacity Advocacy (F/502/3295)
	Independent Mental Health Advocacy (J/502/3296)
	Providing Independent Advocacy Management (L/502/3297)
	Providing Independent Advocacy to Adults (R/502/3298)
	Independent Advocacy with Children and Young People (Y/502/3299)
Independent Mental Health Advocacy (J/502/3296)	Independent Mental Capacity Advocacy (F/502/3295)
	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards (F/502/3300)
	Providing Independent Advocacy Management (L/502/3297)
	Independent Advocacy with Children and Young People (Y/502/3299)
	Providing Independent Advocacy to Adults (R/502/3298)

This Unit	Is Barred Against These Units
Providing Independent Advocacy Management (L/502/3297)	Independent Mental Capacity Advocacy (F/502/3295)
	Independent Mental Health Advocacy (J/502/3296)
	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards (F/502/3300)
	Providing Independent Advocacy to Adults (R/502/3298)
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	Independent Advocacy with Children and Young People (Y/502/3299)
Independent Advocacy with Children and Young People (Y/502/3299)	Independent Mental Capacity Advocacy (F/502/3295)
	Independent Mental Health Advocacy (J/502/3296)
	Providing Independent Advocacy Management (L/502/3297)
	Providing Independent Advocacy to Adults (R/502/3298)
	Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards (F/502/3300)



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