

Unit Title:	Lead a service that supports individuals through significant life events
Sector unit number:	EOL 502
Level:	5
Credit value:	4
Guided learning hours:	31
Unit reference number:	L/503/8138

Unit purpose and aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills in leading a service that supports individuals through significant life events.

Learning Outcomes	Assessment Criteria	Teaching Content
<p>The Learner will:</p> <p>1 Be able to implement organisational systems and procedures necessary to support individuals experiencing significant life events</p>	<p>The Learner can:</p> <p>1.1 Ensure systems and structures in your setting enable and demonstrate acceptance for cultural diversity, individual wishes, needs and preferences</p> <p>1.2 Ensure organisational systems and procedures uphold person centred approaches</p> <p>1.3 Implement organisational systems and procedures that ensure quality of service when supporting individuals experiencing significant life events</p> <p>1.4 Implement effective communication systems which promote open, sensitive and appropriate communication</p> <p>1.5 Implement reporting and recording systems which safeguard people you support in line with national and local agreed ways of working</p> <p>1.6 Ensure administrative arrangements for legal or financial issues are in line with legal requirements</p>	<p>Significant life events may include sensory loss, loss of life, loss of limbs, loss of loved ones, onset of dementia, loss of capacity due to illness or other, e.g. stroke, brain injuries, family upheaval</p> <p>Person centred approaches are those that fully recognise the uniqueness of the individual and establish this as the basis for planning and delivery of care and support</p> <p>Individual is the person receiving support or care in the work setting</p>

Learning Outcomes	Assessment Criteria	Teaching Content
	<p>1.7 Describe how your organisational systems and procedures can respond to the particular and future needs, wishes and preferences of individuals experiencing significant life events</p> <p>1.8 Analyse how the service operates in ways which promote active participation for those you support, their families and carers</p> <p>1.9 Explain how to resolve tensions or conflicts that may arise for individuals experiencing significant life events, their families and carers</p>	<p>Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible</p>
<p>2 Be able to ensure sufficient and appropriate resources to support individuals experiencing significant life events</p>	<p>2.1 Ensure appropriate staffing and skills levels that would be necessary to respond to individuals experiencing significant life events</p> <p>2.2 Provide staff and others for whom you are responsible with appropriate learning opportunities to enable them to respond sensitively to individuals experiencing significant life events</p> <p>2.3 Identify specialist resources that may be required in supporting individuals experiencing significant life events</p> <p>2.4 Develop collaborative working partnerships with other key services and resources to support individuals experiencing significant life events</p> <p>2.5 Implement effective methods for sharing information with other services as appropriate</p>	<p>Others may include.</p> <ul style="list-style-type: none"> • Partner • Family • Friends • Neighbours • Care worker • Colleague • Manager • Social Worker • Occupational Therapist • GP • Speech & Language Therapist • Physiotherapist • Pharmacist • Nurse • Psychologist • Independent Mental Capacity Advocate • Community Psychiatric Nurse • Clinical nurse specialists

Learning Outcomes	Assessment Criteria	Teaching Content
<p>3 Be able to ensure staff can respond to individuals experiencing significant life events</p>	<p>3.1 Support staff and others to accept and respect the emotions associated with major life changes and loss</p> <p>3.2 Support staff and others to accept and respond sensitively to individuals wishes, choices and spiritual needs</p> <p>3.3 Support staff to monitor individuals' emotional, behavioural, psychological or physical changes</p> <p>3.4 Support staff and others to communicate effectively in response to individuals experiencing significant life events</p> <p>3.5 Implement systems and procedures for staff to be able to seek additional guidance and information where they are faced with a situation which is outside of their own expertise</p> <p>3.6 Provide appropriate support systems for staff and others to help them to manage the impact of their work on their own emotional and physical needs</p>	

Assessment

Units need to be assessed in accordance with Skills for Care's QCF Assessment Principles.

Assessment decisions for competence based learning outcomes (e.g. those beginning with '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.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care.

SCDLMCSB3

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.