

<b>Unit Title:</b>	<b>Manage domiciliary services</b>
Sector unit number	O3
Level:	5
Credit value:	6
Guided learning hours:	39
Unit Reference Number:	L/602/2337

## Unit purpose and aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage domiciliary care services supporting the practice of a dispersed workforce.

Learning Outcomes	Assessment Criteria	Exemplification
<p><b>The Learner will:</b></p> <p>1 Understand factors that influence the management of domiciliary services</p>	<p><b>The Learner can:</b></p> <p>1.1 Evaluate how the current legislative framework, evidence based research and organisational protocols impact on the management of domiciliary services.</p> <p>1.2 Explain how person centred practice influences the management of domiciliary services</p> <p>1.3 Analyse ethical dilemmas and conflicts experienced by managers and practitioners domiciliary services</p>	
<p>2 Be able to manage domiciliary services</p>	<p>2.1 Select and provide suitable practitioners to support individuals' needs</p> <p>2.2 Support practitioners' to develop awareness of their duties and responsibilities</p> <p>2.3 Support clear communication and information sharing with individuals and <b>others</b></p> <p>2.4 Manage record keeping to meet legislative and regulatory requirements</p> <p>2.5 Explain systems that</p>	<p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Self</li> <li>• Workers/Practitioners</li> <li>• Carers</li> <li>• Significant others</li> <li>• Visitors to the work setting</li> </ul>

Learning Outcomes	Assessment Criteria	Exemplification
	calculate and justify charges for domiciliary care	
3 Be able to implement systems for working safely in domiciliary services	3.1 Implement <b>agreed ways of working</b> that support individuals' and others' safety and protection 3.2 Support practitioners to anticipate, manage and report risks 3.3 Manage systems for risk or incident reporting, action and follow-up	<b>Agreed ways of working</b> will include policies and procedures where these exist.
4 Be able to supervise and support practitioners in order to promote individual's needs and preferences in domiciliary services	4.1 Support practitioners to place the individual's needs and preferences at the centre of their practice 4.2 Manage systems to monitor and evaluate the effectiveness of practitioners in promoting individual needs and preferences 4.3 Explain the importance of supporting practitioners to challenge systems and ways of working 4.4 Support practitioners to develop innovative and creative approaches to their work 4.5 Support practitioners to balance the needs and preferences of individuals with the potential risks	
5 Be able to respond to day to day changes and emergencies in domiciliary services	5.1 Explain the challenges associated with addressing day to day changes and emergencies in domiciliary services 5.2 Demonstrate how day to day changes and emergencies are managed in domiciliary services	
6 Be able to manage human resources required for domiciliary services	6.1 Plan human resource requirements for domiciliary services 6.2 Review contingency arrangements for planned or unforeseen circumstances 6.3 Implement systems for supervision of a dispersed	

Learning Outcomes	Assessment Criteria	Exemplification
	workforce 6.4 Arrange for practitioners to be inducted and trained to support roles and individual needs 6.5 Support practitioners to comply with agreed ways of working 6.6 Explain the actions should be taken when practitioners do not comply with agreed ways of working	

## Assessment

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This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg 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

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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

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This unit has been developed by Skills for Care and Development 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 and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development.

## Additional information

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

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website [www.ocr.org.uk](http://www.ocr.org.uk).

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.