

Unit Title:	Manage health and social care practice to ensure positive outcomes for individuals
Sector unit number	M3
Level:	5
Credit value:	5
Guided learning hours:	35
Unit Reference Number:	M/602/2850

Unit purpose and aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required in the process of planning and achieving positive outcomes that underpin the personalisation agenda. This unit covers a range of the key areas of practice that support the implementation of personalisation.

The unit also explores the role of the manager/senior worker in providing a supportive environment for individuals to achieve positive outcomes.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The Learner will:</p> <p>1 Understand the theory and principles that underpin outcome based practice</p>	<p>The Learner can:</p> <p>1.1 Explain 'outcome based practice'</p> <p>1.2 Critically review approaches to outcome based practice</p> <p>1.3 Analyse the effect of legislation and policy on outcome based practice</p> <p>1.4 Explain how outcome based practice can result in positive changes in individuals' lives</p>	<p>Approaches to outcome based practice may include:</p> <ul style="list-style-type: none"> • Results based accountability • Outcomes Management • Outcomes into Practice • Logic Model
<p>2 Be able to lead practice that promotes social, emotional, cultural, spiritual and intellectual well being</p>	<p>2.1 Explain the psychological basis for well-being</p> <p>2.2 Promote a culture among the workforce of considering all aspects of individuals' well-being in day to day practice</p> <p>2.3 Review the extent to which systems and processes promote individual well being</p>	
<p>3 Be able to lead practice</p>	<p>3.1 Demonstrate the effective</p>	<p>Appropriate methods may</p>

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that promotes individuals' health	<p>use of resources to promote good health and healthy choices in all aspects of the provision</p> <p>3.2 Use appropriate methods to meet the health needs of individuals</p> <p>3.3 Implement practice and protocols for involving appropriate professional health care expertise for individuals</p> <p>3.4 Develop a plan to ensure the workforce has the necessary training to recognise individual health care needs</p>	<p>include:</p> <ul style="list-style-type: none"> • Agreed therapeutic/development activities • Regular health checks • Administering prescribed medication/treatment • Promoting/supporting healthy lifestyle choices
4 Be able to lead inclusive provision that gives individuals' choice and control over the outcomes they want to achieve	<p>4.1 Explain the necessary steps in order for individuals to have choice and control over decisions</p> <p>4.2 Manage resources so that individuals can achieve positive outcomes</p> <p>4.3 Monitor and evaluate progress towards the achievement of outcomes</p> <p>4.4 Develop a plan to ensure the workforce has the necessary training to support individuals to achieve outcomes</p> <p>4.5 Implement systems and processes for recording the identification, progress and achievement of outcomes</p>	
5 Be able to manage effective working partnerships with carers, families and significant others to achieve positive outcomes	<p>5.1 Analyse the importance of effective working relationships with carers, families and significant others for the achievement of positive outcomes</p> <p>5.2 Implement systems, procedures and practices that engage carers, families and significant others</p> <p>5.3 Use appropriate approaches to address conflicts and dilemmas that may arise between individuals, staff and carers, families and</p>	<p>Appropriate approaches to address conflicts and dilemmas may include:</p> <ul style="list-style-type: none"> • One to one discussion • Group discussion • Using contracts • Providing information to inform choices • Mentoring for conflict resolution

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	<p>significant others</p> <p>5.4 Explain how legislation and regulation influence working relationships with carers, families and significant others</p> <p>5.5 Implement safe and confidential recording systems and processes to provide effective information sharing and recording</p>	

Assessment

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

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 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

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.

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.