

Unit Title: Manage disciplinary processes in health and social care or children and young people’s settings

Sector unit number: LM 510

Level: 5

Credit value: 6

Guided learning hours: 40

Unit reference number: M/504/2232

Unit purpose and aim

The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to be able to manage disciplinary processes in health and social care or children and young people’s settings.

| Learning Outcomes | Assessment Criteria | Teaching Content |
|--|---|---|
| <p>The Learner will:</p> <p>1 Understand how to manage disciplinary processes in relation to health and social care or children and young people’s settings</p> | <p>The Learner can:</p> <p>1.1 Explain how legislation, organisational policies and procedures relate to disciplinary processes</p> <p>1.2 Analyse the relationship between disciplinary and regulatory processes</p> <p>1.3 Identify own role and role of others in relation to disciplinary processes</p> <p>1.4 Define practice which would be considered as: <ul style="list-style-type: none"> • performance issues that may lead to disciplinary proceedings • gross misconduct </p> <p>1.5 Explain the different approaches used to manage performance issues and gross misconduct</p> <p>1.6 Outline sanctions which may be considered within a disciplinary process</p> | <p>Regulatory processes relates to when behaviours and conduct are referred to a professional body for investigation</p> <p>Others may include:</p> <ul style="list-style-type: none"> • Human resource personnel • Other managers • Legal representatives • Trade union representatives • Labour relations organisations e.g. ACAS • People who use services, carers or family members |
| <p>2 Be able to manage staff practice which falls below professional and/or organisational standards</p> | <p>2.1 Consult with others to establish management options when practice falls below standards</p> | <p>Management options are when there a range of management actions which can be taken before engaging</p> |

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|--|---|--|
| | <p>2.2 Use supervision to address with staff member, practice which falls below organisational standards and/or professional codes of conduct to include:</p> <ul style="list-style-type: none"> • reflection on their practice and conduct • evidence of their practice and conduct which fall below standards • exploration of underlying issues • setting of objectives to improve practice • explanation of actions which will be taken if improvement is not achieved <p>2.3 Review with staff member objectives which have been set, to assess if improvements have been achieved</p> <p>2.4 Initiate disciplinary process where objectives have not been met</p> <p>2.5 Provide staff member with information about the disciplinary process including their rights</p> | <p>in disciplinary processes e.g. training, setting objectives, coaching/mentoring. They also include disciplinary options depending on seriousness of complaint</p> <p>Underlying issues may include:</p> <ul style="list-style-type: none"> • Family issues • Ill health • Bullying in the workplace • Financial • Alcohol/substance misuse <p>Initiate disciplinary process could include:</p> <ul style="list-style-type: none"> • Liaison with other managers • Consultation with human resources departments • Advice from legal representatives or labour relations organisations |
| <p>3 Be able to compile and present evidence for a disciplinary proceeding</p> | <p>3.1 Complete reports in line with work setting requirements to include:</p> <ul style="list-style-type: none"> • evidence of the complaint against the member of staff • evidence of the process undertaken with the member of staff • analysis of risks to others as a result of staff member's conduct <p>3.2 Present evidence in a disciplinary proceeding</p> | <p>Evidence may include:</p> <ul style="list-style-type: none"> • Own observations • Observations of others • Records • Complaints • Feedback from people who use services, carers or family members |
| <p>4 Be able to manage the outcomes of a disciplinary process</p> | <p>4.1 Implement the decisions from a disciplinary process</p> | |

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|-------------------|---|------------------|
| | 4.2 Manage the implications of the outcomes for individuals and others 4.3 Evaluate own practice in the disciplinary process | |

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.

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.