

Section 1:

Qualification Overview

Adults' Advanced Practice
600/0745/X/AAP

Qualification Overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This Qualification Specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England).

This qualification has 6 pathways available for learners, these are:

Adults' Management (AAM)

Adults' Advanced Practice (AAP)

Adults' Residential Management (ARM)

Children and Young People's Management (CYM)

Children and Young People's Advanced Practice (CAP)

Children and Young People's Residential Management (CRM)

This specification is for the **Adults' Advanced Practice** pathway only. When registering learners on this qualification you must use the qualification accreditation number followed by the appropriate suffix as shown on the cover of this specification. As the chosen pathway will appear on the learner's certificate, it is important that Assessors are certain of the specific option a learner will be registered against. Centres must ensure that this is the correct pathway for the learner as the registration fee will be applied to each separate pathway.

The NCFE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) is a competence-based qualification.

A competence-based qualification is based on National Occupational Standards and is a job-ready qualification which requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace in accordance with the relevant assessment requirements. For further information on the assessment requirements see page 10.

All information contained in this specification is correct at the time of publishing.

Accreditation and funding

The NCFE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) has been accredited by the qualifications regulator for England¹, and is part of the Qualifications and Credit Framework (QCF). Its Qualification Accreditation Number is 600/0745/X.

This qualification may be eligible for funding, please contact your local funding provider for more information. The aim reference is 6000745X.

¹The qualifications regulator ('regulator') is Ofqual in England.

Things you need to know

Qualification accreditation number: 600/0745/X

Aim reference: 6000745X

Guided learning hours (GLH): 435-629

QCF level: 5

Qualification credit value: 80

Assessment requirements: internally assessed and externally moderated portfolio

Geographical coverage

This qualification has been developed to meet specific needs in England only.

Achieving this competence based qualification

This qualification is made up of **10** mandatory units and a range of optional units.

To achieve the qualification, learners must achieve a total of 80 credits:

Group 1 Mandatory units: All units to be achieved totalling 41 credits (the remaining 39 credits are to be taken from the optional groups 2, 3 and 4 taking into account any minimum or maximum requirements per group).

Group 2: free choice

Group 3: free choice to a maximum value of 6 credits

Group 4: free choice

At least 56 of the credits achieved must be at or above Level 5.

This qualification contains barred units. These are units that can't

be counted together as part of a rule of combination for a qualification. One unit is usually barred against another if there is a lot of overlap between the unit content. If a learner completes units that are barred, they won't all be recognised towards the qualification. Only one of the units will count towards the credit total required to achieve the qualification.

Group 1: Mandatory Units

[Use and develop systems that promote communication F/602/2335](#)

[Promote professional development L/602/2578](#)

[Champion equality, diversity and inclusion Y/602/3183](#)

[Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings K/602/3172](#)

[Work in partnership in health and social care or children and young people's settings A/602/3189](#)

[Manage health and social care practice to ensure positive outcomes for individuals M/602/2850](#)

[Safeguarding and protection of vulnerable adults R/602/2856](#)

[Understand safeguarding of children and young people \(for those working in the adult sector\) Y/602/2860](#)

[Lead person centred practice D/602/2844](#)

[Assess the individual in a health and social care setting J/601/5242](#)

Optional Units

Group 2

[Develop procedures and practice to respond to concerns and complaints J/602/2336](#)

[Recruitment and selection within health and social care or children and young people's settings R/602/2338](#)

[Facilitate the development of effective group practice in health and social care or children and young people's settings Y/602/2339](#)

[Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings L/602/2547](#)

[Manage induction in health and social care or children and young people's settings T/602/2574](#)

[Facilitate change in health and social care or children and young people's settings F/602/2612](#)

[Manage an inter-professional team in a health and social care or children and young people's setting L/602/2743](#)

[Manage finance within own area of responsibility in health and social care or children and young people's setting T/602/2753](#)

[Manage quality in health and social care or children and young people's setting R/602/2758](#)

[Develop and evaluate operational plans for own area of responsibility Y/600/9588](#)

[Manage physical resources K/600/9711](#)

Group 3

[Understand partnership working T/602/3188](#)

[Understand how to manage a team D/602/3170](#)

[Understanding professional supervision practice H/602/3185](#)

[Understand the process and experience of dementia J/601/3538](#)

[Understand physical disability J/601/6150](#)

[Understand the impact of acquired brain injury on individuals Y/601/6167](#)

[Understand sensory loss M/601/3467](#)

[Principles of supporting individuals with a learning disability regarding sexuality and sexual health A/601/6274](#)

Group 4

[Manage domiciliary services L/602/2337](#)

[Lead the management of transitions F/602/2853](#)

[Lead positive behavioural support K/602/2572](#)

*** Barred combination: Implement the positive behavioural support model T/601/9738**

[Develop provision for family support K/602/3074](#)

[Lead support for disabled children and young people and their carers M/602/2380](#)

[Undertake a research project within services for health and social care or children and young people J/602/3499](#)

[Lead active support H/601/7354](#)

[Active support: lead interactive training K/601/7355](#)

[Promote access to healthcare for individuals with learning disabilities J/601/5645](#)

[Promote good practice in the support of individuals with autistic spectrum conditions A/601/5318](#)

[Support families who are affected by acquired brain injury M/601/5817](#)

[Support families who have a child with a disability D/601/5750](#)

[Support the development of community partnerships M/601/9494](#)

[Support individuals to access housing and accommodation services K/601/7906](#)

[Support individuals at the end of life T/601/9495](#)

[Work with families, carers and individuals during times of crisis F/601/9029](#)

[Implement the positive behavioural support model T/601/9738](#)

*** Barred combination: Lead positive behavioural support K/602/2572**

[Support individuals to access education, training or employment H/601/3546](#)

[Promote awareness of sensory loss M/601/5249](#)

[Support the use of assistive technology H/601/5250](#)

[Explore models of disability K/601/5251](#)

[Support individuals with sensory loss with communication M/601/5252](#)

[Support individuals with multiple conditions and/or disabilities T/601/5253](#)

[Support children's speech, language and communication T/600/9789](#)

[Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage F/600/9777](#)

[Independent mental capacity advocacy F/502/3295](#)

*** Barred combinations: 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 health advocacy J/502/3296](#)

* Barred combinations: Independent mental capacity advocacy F/502/3295, 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

[Providing independent advocacy management L/502/3297](#)

* Barred combinations: Independent mental capacity advocacy F/502/3295, Independent mental health advocacy J/502/3296, 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

[Providing independent advocacy to adults R/502/3298](#)

* Barred combinations: Independent mental capacity advocacy F/502/3295, Independent mental health advocacy J/502/3296, Providing independent advocacy management L/502/3297, Independent advocacy with children and young people Y/502/3299, Providing independent mental capacity advocacy – deprivation of liberty safeguards F/502/3300

[Independent advocacy with children and young people Y/502/3299](#)

* Barred combinations: 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

[Providing independent mental capacity advocacy – deprivation of liberty safeguards F/502/3300](#)

* Barred combinations: 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**

[Recognise indications of substance misuse and refer individuals to specialists M/601/0648](#)

[Identify and act upon immediate risk of danger to substance misusers D/501/0585](#)

To successfully complete a unit, each learner has to provide evidence satisfying all the performance and knowledge standards in that unit.

The learning outcomes and assessment criteria are available by clicking on the unit titles above which are hyperlinked to the Register of Regulated Qualifications.

Who and what is it for?

This qualification is to guide and assess development of knowledge, understanding and skills in advanced practice within adults' services. This qualification confirms competence in these areas and serves as the required qualification for registration and regulatory requirements in the sector where appropriate.

Entry guidance

This qualification is aimed at managers and senior practitioners working in health and social care. Candidates should have ideally achieved qualifications in a related area at level 3 or above. However this qualification can be accessed by candidates without such a qualification who have significant vocational experience ideally in a supervisory or management role.

Learners have to be at least 19 years old.

Resource requirements

There are no specific physical resource requirements for this qualification.

Progression and development opportunities

This qualification can provide progression to employment or further qualifications at Level 6 or higher in the same and related subject areas.

This qualification replaces the current Level 4 NVQ in Leadership and Management for Care Services and the Level 4 NVQ in Health and Social Care, which are accepted as entry requirements to a number of Higher Education Institution programmes. This

qualification will be the accepted qualification for registration and regulation where appropriate and can demonstrate continuing professional development.

For further details of these and other qualifications available in this sector area see the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

Credit transfer

Credit Transfer:

One of the benefits of the QCF is that learners can transfer credit from one qualification to another. Learners who've already achieved one or more of the units included in this qualification elsewhere can transfer the credit already achieved. Simply let us know which units are being achieved by credit transfer on the Certificate Claim Form.

Please see the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>) for information about the units in this qualification.

Exemption:

Exemption allows learners to use evidence of certificated, non-QCF achievement deemed to be of equivalent value against the requirements of a qualification. There are no exemptions currently identified for this qualification.

Equivalent Units:

This qualification has no equivalent units identified.

Recognition of Prior Learning:

Recognition of Prior Learning (RPL) is where a learner has previously learnt something but hasn't received formal recognition for this learning through a qualification or other form of certification. Within the QCF a learner is able to 'claim' that they know or can do something already and don't need to attend a course to learn it again. The learner will need to prove this claim (through assessment of relevant evidence), then credit can be awarded for that achievement. For more information on the process to follow to claim RPL, contact our Quality Assurance team.

Qualification dates

Qualifications on the QCF have renewal, operational and certification end dates.

Qualification renewal dates are the date by which we'll have carried

out a review of the qualification. These show as the 'review date' on the Register. This date is the final date by when we'll have made a decision on whether to extend or amend a qualification, or withdraw it completely. This date will be shown on our website (www.ncfe.org.uk).

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new renewal date. If we make the decision to withdraw a qualification, we'll set an operational end date (see below).

We'll post information relating to changes or extensions to qualifications on our website (www.ncfe.org.uk), and centres approved to offer the qualification will be kept updated.

Operational end dates will only show on the Register when we've made the decision to withdraw a qualification. After this date we can no longer accept candidate registrations.

Mapping to National Occupational Standards

This qualification reflects the qualification structure for the Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) published by Skills for Care. It uses the associated National Occupational Standards (NOS) that belong to that structure, which are published by Skills for Care.

Further information on the NOS used in this qualification can be found on the SSC's website (www.skillsforcare.org.uk).

Assessment guidance

The occupational expertise, qualifications and experience required of Assessors and Internal Verifiers is set out in Skills for Care and Development's Assessment Principles, which are available from our website (www.ncfe.org.uk).

There are a number of units available in this qualification to suit a wide range of contexts in which learners may be working. When planning which units to cover it's important that they have been considered by both title and content to ensure that they are achievable by the learner.

As there are a large number of units to be covered to achieve the required credit value, it's recommended that a holistic approach to assessment is used. It may be possible that one activity can be used to provide evidence for learning outcomes and assessment criteria

across a number of different units.

Within some units reference is made to coverage of legislation and policy. Where this is the case its important to ensure that the content covered is relevant and up-to-date.

Documentation

Additional documents are available for those centres wishing to use them:

- Evidence Tracking Sheet
 - Example pro-formas for Assessors and Internal Verifiers
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