GUIDANCE DOCUMENT

**For participants of My Home Life Leadership Support Programme
who are completing the
Level 5 Diploma in Leadership and Management in Health and Social Care
(Adults Residential Management) (Northern Ireland)**

(Final Review Due – August 2025)

Some awarding organisations have reviewed this guidance document and have agreed that their assessors can consider evidence generated by learners who have completed the My Home Life programme.

Each Level 5 learner will be responsible for the standard of the evidence they submit which will then be reviewed and considered by the awarding organisation's assessor as any other piece of evidence would be considered.

The guidance in this document provides an excellent opportunity to submit examples of learning from the MHL Leadership Support Programme.

**This guidance was developed in partnership with the
Northern Ireland Social Care Council (NISCC)**

Table of Contents

Introduction

This piece of work was commissioned by Ulster University, with the approval of the Northern Ireland Social Care Council (NISCC), in order to enhance benefits and outcomes of the My Home Life Leadership Support Programme (MHL LSP) through the development of an assessment strategy aligned with key aspects of the Level 5 Diploma in Leadership and Management in Health and Social Care (Adults Residential Management) (Northern Ireland), hereafter referred to as 'the Diploma'.

A key impetus for this came from MHL LSP facilitators' awareness of participants acknowledging the value of the programme and a regret that their learning had not been used to support the development of 'evidence' when undertaking the Diploma.

It is noted that the Diploma is listed in the [Residential Care Home Minimum Standards 2022](#) (page 81) as a key component of fitness of the person applying for registration as a manager, (unless they hold a professional social work, nursing or allied health professional qualification). In addition, the Department of Health's Consultation on the [Reform of Adult Social Care NI 2022](#) proposes that "by 2030, all managers of registered adult social care services must have either a level 5 qualification or have a plan in place to achieve a level 5 qualification in leadership irrespective of whether they have a professional qualification or not" (page 43).

NISCC, in its role of promoting workforce learning and development, works with key stakeholders to develop training and learning to support social care workers to develop their skills and knowledge throughout their career. NISCC has approved a number of Awarding Organisations to provide accreditation within NI for the Diploma, through Accredited Centres that comply with quality assurance requirements as specified by the Awarding Organisations and regulated by CCEA Regulation.

For the purposes of this Guidance Document, the Diploma qualification specifications of two Awarding Organisations will be considered:

- [Open College Network NI](#) (OCN NI) - RQF Qualification Code 603/6824/X.
- [NCFE CACHE](#) - RQF Qualification Code 603/6041/0.

These Awarding Organisations represent most of the Approved Centres offering the Diploma in NI currently. Whilst it is noted that their qualifications' structure and core content are virtually identical, some small variances occur within assessment criteria and will be highlighted as necessary.

Structure of the Diploma

The Department for the Economy NI, in its Consultation on the [Principles for Vocational Qualifications in NI 2022](#) identifies "Professional and Technical" qualifications as "designed to enable the learner to acquire knowledge and skills that are required by the National Occupational Standards (NOS) or professional standards

to be able to perform a particular job" (page 8). As such, the Diploma is designed to provide learners with the skills and knowledge needed for leadership and management within adult health and social care - specifically the adult residential care sector.

- Units are themed to align with core areas of health and social care knowledge and / or practice and contain learning outcomes, which are broken down into specific criteria that form the basis for assessment.
- An internally assessed and externally quality assured portfolio of evidence is developed to meet the requirements of the units and usually contains a range of evidence generated by the individual, in conjunction with their Diploma assessor.
- As a competence-based qualification, the appropriateness of a method to assess a learning outcome is dependent on whether the learning outcome is focussed on knowledge or skills (competence).

  For example, underpinning knowledge may be assessed through written assignment, written questions, reflective accounts, recorded professional discussion, projects, documented questions and responses. Competence based assessment includes observation of practice in the workplace by an assessor with detailed reports; review of work products / documentary evidence from the workplace and linked questions and responses.

  [Assessment Principles](#) for the Diploma are set out by Skills for Care and Development (2019), which recognises that skills-based assessment must include direct observation by a competent assessor as the main source of evidence. Scope exists within parameters, for the use of an 'Expert Witness' as outlined in sections 2.8 and 4.5 of that document.

- Reflection in and on action is encouraged throughout, where connections between knowledge and skills can be reinforced.

Connecting MHL LSP with the Diploma

1. If a MHL LSP participant engages in the programme and wishes to generate potential evidence to meet aspects of the Diploma, which they may undertake in the **future**.

   This document provides guidance for participants to produce and collate evidence within selected units for the Diploma. When completed its evidence can then be submitted to support a subsequent claim for RPL, when the participant registers with an Approved Centre to undertake the Diploma.

Mapping MHL LSP Content to Diploma Units

This mapping primarily takes account of full units where alignment with MHL LSP and evidence generation for the Diploma is considered possible. It is however acknowledged that aspects of other mandatory units are likely to be addressed through the MHL LSP and could generate appropriate evidence to support partial assessment of units (underpinning knowledge), particularly when undertaken concurrently with the Diploma. Signposting to some such examples is also included in this document.

My Home Life Leadership Support Programme

Resources and tasks to support participants

to develop potential evidence of knowledge and competence, mapped to

Level 5 Diploma in Leadership and Management in Health and Social Care

(Adult Residential Management) (Northern Ireland)

Full Units- Mandatory Units x 3; Optional Unit x 1
Partial Units- Mandatory Units x 2

Unit: Promote Professional Development (Mandatory Unit)

OCN NI Specification		NCFE CACHE Specification		MHL LSP Content	Additional Resources
Learning Outcome (LO)	Assessment Criteria (AC)	Learning Outcome (LO)	Assessment Criteria (AC)		
1. Understand the principles of professional development.	1.1. Explain the importance of continually improving knowledge and practice.	1. Understand the principles of professional development	1.1. Explain the importance of continually improving knowledge and practice.	• Action learning • Transactional analysis • Somatic work and thinking styles • Frameworks	[PRTL Guidance for Social Care Registrants](#)
	1.2. Analyse potential barriers to professional development.		1.2. Analyse potential barriers to professional development.	• Eric Berne - TA • Somatic work and thinking styles	
	1.3. Compare the use of different sources and systems of support for professional development.		1.3. Compare the use of different sources and systems of support for professional development.	• Peer support with MHL LSP • Action learning • Integration – eg, RQIA	[Learning Resources - NISCC Learning Zone](#)
	1.4. Explain factors to consider when selecting opportunities and		1.4. Explain factors to consider when selecting opportunities	• Principles of Appreciative Inquiry	

	activities for keeping knowledge and practice up to date.		and activities for keeping knowledge and practice up to date.		
2. Be able to prioritise goals and targets for own professional development.	2.1. Evaluate own knowledge and performance against standards and benchmarks.	2. Be able to prioritise goals and targets for own professional development.	2.1. Evaluate own knowledge and performance against standards and benchmarks.	• Quality Improvement project	Standards of Conduct and Practice Standards for Employers Minimum Care Standards RQIA Provider Guidance
	2.2. Prioritise development goals and targets to meet expected standards.		2.2. Prioritise development goals and targets to meet expected standards.	• Action learning • Quality Improvement project • Improving Experiences Template: tried out in practice	
3. Be able to prepare a professional development plan.	3.1. Identify own learning style **using a recognised assessment tool.**	3. Be able to prepare a professional development plan.	3.1. Identify own learning style	• Reflect on new approaches introduced within MHL	**VARK Questionnaire**
	3.2. Select learning opportunities to meet development objectives.		3.2. Select learning opportunities to meet development objectives.	• Action learning • Quality Improvement project • Improving Experiences Template: tried out in practice	

	3.3. Produce a plan for own professional development, using an appropriate source of support.		3.3. Produce a plan for own professional development, using an appropriate source of support.	• Develop a Personal action plan from monthly action learning	
	3.4. Establish a process to evaluate the effectiveness of the plan.		3.4. Establish a process to evaluate the effectiveness of the plan.	• Identify process	
4. Be able to improve your practice through reflective practice.	4.1. Analyse the use of reflective practice in own setting.	4. Be able to improve your practice through reflective practice.	4.1. Analyse the use of reflective practice in own setting.	• Reflect on own development from implementing principles of appreciative inquiry. • Exploring what tried out in practice. • Reflect (at next Action Learning) on monthly action plan. • Improving Experiences Template.	
	4.2. Explain the importance of reflective practice to improve your performance.		4.2. Explain the importance of reflective practice to improve **own** performance.	• Reflect on how this is central to MHL underpinning approaches, frameworks and tools.	
	4.3. Use reflective practice and feedback from others to improve		4.3. Use reflective practice and feedback from	• Action learning – presenter and listeners. • Sharing tried out in practice and Improving Experiences Template.	

		others to improve **own** performance.	• Caring conversations and open questions enhance reflective practice. • Senses Framework.	
	4.4. Evaluate how your practice has been improved through: i) reflection on best practice ii) reflection on poor practice		4.4. Evaluate how your practice has been improved through reflection on: i) best practice ii) poor practice	• Improving Experiences template • Good Day, Bad Day • Relationship Map • Rating positive practice themes and Senses framework • You as a leader • Action Learning • Transactional Analysis • Somatic practice	

Task 1

LO1	Understand the principles of professional development.	1.1

Explain why it is important that staff within Health and Social Care settings continually improve their knowledge and practice.
   (*Guidance: Consider the importance of career progression; meeting legal and regulatory requirements; improving quality of service provision and outcomes for SUs; keeping up to date with practice developments and changes*)

Task 2

LO1	Understand the principles of professional development.	1.2

Analyse at least two barriers to professional development
(Guidance: barriers may exist at individual, team or organisational levels)

Task 3

LO1	Understand the principles of professional development.	1.3

Compare the use of different sources and systems of support for professional development, in relation to their effectiveness and limitations.
(*Guidance – choose at least two for comparison, such as: online learning vs face to face training; shadowing vs reading policies & procedures; others may include attending conferences; shared learning reports, independent research e.g. reports / websites; feedback from manager*)

Task 4

LO1	Understand the principles of professional development.	1.4

Explain at least two factors to consider when selecting opportunities for keeping staff knowledge and practice up to date.
(Guidance – compliance requirements; service improvement; succession planning; 'fair' allocation of opportunities etc)

Task 5

LO3	Be able to prepare a professional development plan	3.1

Identify your learning style and provide a reflective consideration of its accuracy and relevance for you.

Task 6

LO 2	Be able to prioritise goals and targets for own professional development	2.1

Identify the relevant standards that are applicable to your work setting
(Guidance - *NISCC Standards and those used by RQIA*).

Evaluate your own knowledge and performance in relation to these standards.
(Guidance - Be honest in your self-evaluation; Identify areas where you are familiar and experienced and also unfamiliar; consider how this impacts on practice and recognise areas for your development).

Task 7

LO 2	Be able to prioritise goals and targets for own professional development	2.2, 3.2, 3.3, 3.4

Produce a plan for your own development, which:
- prioritises development goals and
- identifies strategies to address your development goals.
- identifies ways to evaluate your progress and the effectiveness of your development plan.

(Guidance – template provided but alternative formats may be preferable)

Task 8

LO 4	Be able to improve your practice through reflective practice	4.1, 4.2, 4.3, 4.4

Use reflective logs / reflective accounts to:
- **analyse** ways in which (and the degree to which) reflective practice is used in your setting.
- **explain** why reflective practice is important in order to improve your practice.

- use examples to support you to **evaluate** ways in which your practice has improved through
  - reflecting on best practice
  - reflecting on poor practice.

- Gather documentation to show how you have used reflective practice and feedback from others in order to improve your practice *(Guidance – this could include MHL LSP learning logs or feedback from others; supervision records, appraisal, inspection reports and actions, SAI shared learning etc).*

REFERENCES

PROFESSIONAL DEVELOPMENT PLAN

Development needs for forthcoming year (Include as many learning needs as required to achieve agreed objectives)

Learning and Development Need	Proposed Strategy to address the Development Need	Timescale	Support / Resources required	Monitoring / Review Processes
Be as specific as possible regarding skills, knowledge development needs etc.	E.g. Course, Workshop, Conference, Self-development (researcher, reading, etc.), Coaching, Mentoring, Job Shadowing, etc.	By when: (e.g. to be completed in the next month; 6 months, over next 1-2 years).	E.g. time out of work; manager's support; personal study time; costs etc.	E.g. during supervision with line manager; annual SDR; completion of training events and certification; course reviews with MHL LSP tutor); impact on practice.

Unit: Understand Professional Leadership and Management (Mandatory Unit)

OCN NI Specification		NCFE CACHE Specification		MHL LSP Content	Additional Resources
Learning Outcome (LO)	Assessment Criteria (AC)	Learning Outcome (LO)	Assessment Criteria (AC)		
1 Understand theories of leadership and management	1.1 Review **two** theories and **two** models of leadership and management	1 Understand theories of leadership and management	1.1 Review theories and models of leadership and management	Underpinning MHL frameworks • MHL best practice themes • Senses framework • Appreciative inquiry • Caring conversations	[Transformational Leadership: How to Inspire and Motivate](#) [Transformational Leadership](#) [Collective Leadership – The What, Why, And How](#) [Department of Health: HSC Collective Leadership Strategy](#) [What is compassionate leadership?](#) [Why Compassion matters in leadership](#) [Caring to Change](#)
	1.2 Explain the interdependencies between leadership and management		1.2 Explain the interdependencies between leadership and management	• Explored within Worshop 1	
	1.3 Analyse the **potential** conflicts between the application of leadership and management		1.3 Analyse the conflicts between the application of leadership and management	• Examples from Action learning experience	

	1.4 Explain how such conflicts can be addressed		1.4 **Describe** how such conflicts can be addressed	• Relationship Mapping • Transactional analysis • Caring Conversations	[Hersey and Blanchard's Situational Leadership Styles](#) [Emotional Intelligence in Leadership: Why It's Important](#) [Leadership and Management – differences and similarities](#)
2 Understand the skills and values of professional leadership and management in adult social care	2.1 Analyse the skills required in adult social care to be i) an effective leader ii) an effective manager	2 Understand the skills and values of professional leadership and management in adult social care	2.1 Analyse the skills required in adult social care to be i) an effective leader ii) an effective manager	Conversation in Workshop 1 "you as the leader and manager" you are asked to reflect on the following: • What skills you have acquired • Values and qualities you have • New experiences that have enhanced your learning • Personal and Professional development about yourself	
	2.2 Explain why both sets of skills are necessary in adult social care		2.2 Explain why **effective leadership and management skills are necessary in adult social care**	• Transactional Analysis • Caring Conversations	
	2.3 Analyse how leadership influences the values of an organisation		2.3 Analyse how leadership influences the values of an organisation	• You as a leader • Action learning • Relationship centred practice	
3 Understand the strategy and policy direction that impacts leadership and management	3.1 Identify key legislative and policy developments which have impacted adult social care services	3 Understand the **strategic** and policy direction that impacts leadership and management	3.1 Identify key legislative and policy developments that **impact on** adult social care	• May be an action learning topic	[Transforming your Care 2011](#) and subsequently………… Mental Capacity Act 2016 and associated Codes of Practice e.g. [Money and Valuables](#)

in adult social care		in adult social care			Reform of Adult Social Care NI [Jan. 2022]
	3.2 Analyse **two** emerging themes which may impact service delivery in adult social care services		3.2 Analyse emerging themes **and strands in relation to service delivery in** adult social care	• QI topics workshops and activities	Workforce Issues, NISCC 2023

Alzheimer's Society Budget Briefing 2023/24

COPNI |
| | 3.3 Analyse how regulatory frameworks influence the leadership and management of adult social care | | 3.3 Analyse how regulatory frameworks influence the leadership and management of adult social care | • Explore within Action learning
• Workshop session with RQIA | RQIA Provider Guidance

NISCC Standards of Conduct and Practice for Employers

NISCC Standards of Conduct and Practice for Social Care Workers |

Task 1

LO1	Understand theories of leadership and management	1.1, 1.2
LO2	Understand the skills and values of professional leadership and management in adult social care	2.1, 2.2

- Provide a brief introduction to the nature of
  - Leadership and
  - Management.

- **Explain** their interdependencies.
  [the similarities and differences between the concepts of leadership and management and how they are interlinked]

- **Analyse** some of the core skills associated with
  - being an effective leader
  - being an effective manager.

- **Explain** why both sets of skills are necessary in adult social care

- Compile a summary **review** of specific theories and models of leadership and management that are relevant to health and social care.

Task 2

LO1	Understand theories of leadership and management	1.3, 1.4

- Use two practice examples from your own context to:

  - **Analyse** tensions between leadership and management approaches
  - **Explain** how such tensions can be addressed.

[Guidance: Practice examples may refer to budgets, physical resources, staffing levels, applying policies and procedures etc. You could include actual tensions which were experienced, or potential tensions which could be anticipated]

Task 3

LO2	Understand the skills and values of professional leadership and management in adult social care	2.3

Use reflective logs / reflective accounts to:
- **Analyse** how leadership influences the values of an organisation

[Guidance: In the context of your own role, consider how you can and do, influence the values of your organisation; what practical things set the 'tone', 'culture' etc.? What are the challenges, in relation to 'living' your values, in role and context?]

Task 4

LO 3	Understand the strategy and policy direction that impacts leadership and management in adult social care	3.1, 3.2

- **Identify** at least two key legislative and policy developments and ways in which they have impacted on adult social care services.

- In relation to your service type and context, **analyse** two emerging themes which may impact future service delivery.

Task 5

LO 3	Understand the strategy and policy direction that impacts leadership and management in adult social care	3.3

- **Analyse** how regulatory frameworks influence the leadership and management of adult social care.
  {Guidance – identify the regulatory frameworks that are relevant to your service e.g. NISCC Standards, Minimum Standards etc. Consider how these regulatory frameworks and associated expectations are influencing the management of your service – you may wish to reference most recent inspection / audit reports or new management processes, to illustrate with examples}.

REFERENCES

Unit: Manage Quality Assurance and Quality Improvement (Mandatory Unit)

OCN NI Specification		NCFE CACHE Specification		MHL LSP Content	Additional Resources
Learning Outcome (LO)	Assessment Criteria (AC)	Learning Outcome (LO)	Assessment Criteria (AC)		
1. Understand the context of quality assurance and quality improvement.	1.1. Analyse how legislative and regulatory frameworks and relevant reports inform quality management.	1. Understand the context of quality assurance and quality improvement.	1.1. Analyse how legislative and regulatory frameworks and relevant reports inform quality management.	• How Quality Improvement work fits within any legislation and RQIA standard	Health and Personal Social Services Act (NI) 2001 – established NISCC. Standards of Conduct and Practice for Social Care Workers and also those for Employers. Fitness to Practice Processes and published Reports.

Health and Personal Social Services (Quality, Improvement and Regulation (NI) Order 2003 – established RQIA. Inspecting against and enforcing Regulations and Minimum Standards. Provider Guidance gives detail of expectations. Reference to own latest Inspection Report and actions taken e.g. through QIP. |
| | 1.2. Explain the concepts of quality assurance and quality improvement. | | 1.2. Explain the concepts of quality assurance and quality improvement. | • Some concepts covered within MHL Resource Booklet, use as reference | |
| | 1.3. Analyse how quality standards **can** influence positive outcomes for individuals **who use the service.** | | 1.3. Analyse how quality standards influence positive outcomes for individuals | • RQIA session in workshop
• Quality Improvement activity and RQIA standards | H&SC QI

Embedding a culture of quality improvement

Quality 2020

Regional Falls in Care Homes Pathway and Bundle

 DoH Guidance in relation to H&SC Complaints Procedure |
| | 1.4. Analyse three methods that can be used to measure the | | 1.4. Analyse **a range of** methods that can be used to measure | • MHL NI Resource Booklet
• PDSA
• Appreciative cycle | |

	achievement of quality standards.		the achievement of quality standards.		
	1.5. Explain how quality assurance standards relate to performance management.		1.5. Explain how quality assurance standards relate to performance management.	• RQIA session opportunity to discuss QIP's and enforcement	
2. Be able to lead the implementation of a quality assurance process.	2.1. Provide information to team members and others **which can** develop their knowledge of quality standards.	2. Be able to lead the implementation of a quality assurance process.	2.1. Provide information to team members and others to develop their knowledge of quality standards.	• Initiative improving experience template with staff team? • Introducing QI process back at work – gathering team most closely impacted by QI, their involvement in enhancing topic area.	
	2.2. Develop systems and processes to measure achievements of quality indicators.		2.2. Develop systems and processes to measure achievements of quality indicators.	• Audit tools within MHL NI resource booklet • Magic wand tool • Improving Experiences Template	
	2.3. Monitor service compliance with quality indicators.		2.3. Monitor service compliance with quality indicators.	• Quality Improvement Project	
	2.4. Support team members to carry out their roles in		**2.4 Identify areas for improvement**	• Improving experience templates completed. • Quality Improvement Project	

	implementing quality processes.			
		2.5 Support team members to carry out their roles in implementing quality processes.	• Quality Improvement Project
3. Be able to deliver a quality improvement plan.	3.1. Work with **staff and** others to identify an area of service for quality improvement.	3. Be able to deliver a quality improvement plan.	3.1 Work with others to identify an area of quality improvement	• Quality Improvement Project
	3.2. Produce an approved quality improvement plan **outlining the necessary steps needed to achieve the identified quality improvement outcomes.**		3.2. Produce an approved quality improvement plan	• Quality Improvement Project
	3.3. Implement the quality improvement plan in collaboration with staff and others and in line with organisational policies and procedures.		3.3 Monitor implementation of the quality improvement plan	• Quality Improvement Project
	3.4. Monitor implementation of the		3.4 Evaluate the impact of the quality	• Quality Improvement Project

		quality improvement plan.		improvement plan **to** the service provision.	• Improving experience templates
		3.5. Evaluate the impact of the quality improvement plan on the service provision.		3.5 Adapt the quality improvement plan to address issues as they arise.	• Quality Improvement Project • Improving experience templates
		3.6. Adapt the quality improvement plan to address issues as they arise.			• Quality Improvement Project • Improving experience templates

Task 1 Written assignment to include the following:

LO1	Understand the context of quality assurance and quality improvement	1.2

Explain the concepts of:
- Quality Assurance
- Quality Improvement

Task 2 Written assignment to include the following:

LO1	Understand the context of quality assurance and quality improvement	1.1, 1.3, 1.4

- Identify Legislation and Regulatory Frameworks relevant to quality assurance, within your service.

- **Analyse** how these are used to:
  - measure the achievement of quality standards and
  - promote positive outcomes for individuals who use your service.
  [Guidance – Refer to specific Standards within e.g. Minimum Standards, NISCC Standards etc. and your analysis should include consideration of a range of methods that are used to measure the achievement of these quality standards. For example, Inspection processes and outcomes; audit of staff's registration compliance; monitoring of complaints; involvement of and feedback from residents / carers; audit against H&S standards, Falls monitoring etc].

Task 3 Written assignment to include the following:

LO1	Understand the context of quality assurance and quality improvement	1.5

- Explain how adherence / non-adherence to quality assurance standards relate to the performance management of staff.

Task 4 Evidence from Practice:

LO2	Be able to lead the implementation of a quality assurance process.	2.1, 2.2, 2.3, 2.4

Compile a **portfolio of evidence** to demonstrate your leadership of a **quality assurance process**, including documentation to evidence:
- Information provided to staff and others in relation to quality standards relevant to your service.
- The development of systems and processes to measure quality indicators in an identified area.
- Your monitoring of service compliance.
  (methods used to monitor e.g. audit etc)
- Your support for staff in implementing their responsibilities in relation to quality standards
  (e.g. records of team meetings; shared learning; supervision records, other communications etc.)
- Undertaking a reflective evaluation of the impact of the quality assurance process on the service provision and own areas for development.

Task 5 Evidence from Practice:

LO3	Be able to deliver a quality improvement plan.	3.1, 3.2, 3.3, 3.4, 3.5, 3.6

Compile a **portfolio of evidence** to demonstrate your leadership of a **quality improvement plan**, including documentation to evidence:
- Working with staff and others to identify an area of service for quality improvement.
- A quality improvement plan, including actions and timescales to achieve the identified quality improvement outcomes.
- Implementation of the quality improvement plan.
- Monitoring of the quality improvement plan in action.
- Adapting the quality improvement plan over time or as required.
- Undertaking an evaluation of the impact of the quality improvement plan on the service provision (including feedback from others and own reflective review).

{Guidance: Your MHL LSP quality improvement project theme may provide valid evidence to support this Learning Outcome}

REFERENCES

Unit: Develop and Evaluate Operational Plans for own area of responsibility (Optional Unit)

OCN NI Specification		NCFE CACHE Specification		MHL LSP Content	Additional Resources
Learning Outcome (LO)	Assessment Criteria (AC)	Learning Outcome (LO)	Assessment Criteria (AC)		
1 Understand the operational objectives within own area of responsibility and how they align to own organisational objectives	1.1 Summarise operational objectives within own area of responsibility	1 Be able to align objectives of own area of responsibility with those of own organisation	1.1 **Identify operational objectives within own area of responsibility**	• MHL personal notebook workshop activity, regarding identifying themes, score and actions.	Own Job Description Summary of own responsibilities Own Service's Statement of Purpose, public information etc.
	1.2 Analyse how own operational objectives identified in AC 1.1 can be aligned to organisational objectives		1.2 **Analyse objectives of own area of responsibility in relation to those of own organisation**	• Explore within action learning	
2 Be able to **develop and** implement operational plans in own area of responsibility including	2.1 **Evaluate** risks associated with operational plans, including contingency arrangements **and support from relevant stakeholders**	2 Be able to implement operational plans in own area of responsibility	2.1 Assess risks associated with operational plans and include contingency arrangements	• Explore within action learning	

evaluation of associated risks	2.2 Develop and implement operational plans within own area of responsibility		2.2 **Identify support from relevant stakeholders**	- Explore within action learning - RQIA session in workshop - Links within Quality Improvement Project, eg NISCC, PHA ECCF.	
			2.3 Implement operational plans within own area of responsibility	- Improving experience template - Explore within action learning	
3 Be able to monitor, review and evaluate operational plans in own area of responsibility	3.1 Monitor **and review** procedures within the operational plan	3 Be able to monitor, review and evaluate operational plans in own area of responsibility	3.1 Monitor procedures within the operational plan	- Improving experience template - Explore within action learning	
	3.2 Evaluate operational plans and implement any necessary actions		3.2 Evaluate operational plans and implement any necessary actions	- Improving experience template - Explore within action learning	

Task 1 Written assignment to include the following:

LO1	Understand the operational objectives within own area of responsibility and how they align to own organisational objectives	1.1, 1.2

- Draw on own Job Description, to summarise key areas of own responsibilities.
- **Analyse** how own operational objectives align with those of your service.
  {Guidance: refer to own Service's Statement of Purpose, public information etc.}

Task 2 Evidence from Practice:

LO2	Be able to develop and implement operational plans in own area of responsibility including evaluation of associated risks	2.1, 2.2, 2.3.
LO3	Be able to monitor, review and evaluate operational plans in own area of responsibility	3.1, 3.2.

Compile a **portfolio of evidence** to demonstrate your work to develop and implement operational plans within your area of responsibility, including documentation to evidence:
- A summary rationale for and overview of the focus of the operational plan(s).
- Evaluation of risks associated with the proposed operational plan(s).
- A plan for implementation, including actions and timescales, as well as contingency arrangements.
- The actual implementation of the plan(s).
- Monitoring and review of the outworking of the plan(s) *(evidence of methods used to monitor e.g. audit etc)*
- Adapting the plan(s) over time or as required.
- Your support for staff in implementing their responsibilities in relation to the operational plan(s).
  (e.g. records of team meetings; shared learning; supervision records, other communications etc.)
- Evaluation of the plan(s), including feedback from others.

- Undertaking a reflective review of your experience of developing and implementing the operational plan(s) and insights gained, including own areas for development.

{Guidance: Your MHL LSP quality improvement project theme may provide valid evidence to support this Unit}

REFERENCES

Partial Units (Mandatory Units only)

Unit: Manage Effective Communication Systems and Processes (Mandatory Unit)

OCN NI Specification		NCFE CACHE Specification		MHL LSP Content	Additional Resources
Learning Outcome (LO)	Assessment Criteria (AC)	Learning Outcome (LO)	Assessment Criteria (AC)		
1 Understand the importance of effective communication in managing a health and social care service	1.1 Examine a range of communication methods used in managing a health and social care service	1. Understand the importance of communication in managing a health and social care service	1.1 Examine a range of communication methods: • **social media** • **traditional and digital** • **assistive technology**	• Explore use of social media used within MHL	SCIE e-learning course DoH Digital Strategy 2022 – 2030 https://www.marketing91.com/asynchronous-communication/
	1.2 Critically analyse a range of core communication skills **used in managing a social care service**		1.2 Critically analyse a range of core communication skills	• Caring Conversations • Appreciative Inquiry	Communication skills for Managers https://cdn.ps.emap.com/wp-content/uploads/sites/3/2017/12/171220-Communication-skills-2-overcoming-barriers-to-effective-communication.pdf
	1.3 Analyse barriers and challenges to effective communication **when managing a health and social care service**		1.3 Analyse barriers and challenges to communication	• Relationship Mapping • Transactional Analysis	https://www.southampton.ac.uk/~assets/doc/hr/Barriers%20to%20effective%20communication.pdf

Task 1 Written assignment to include the following:

LO1	Understand the importance of effective communication in managing a health and social care service	1.1, 1.2, 1.3.

- Examine a range of communication methods used in health and social care, including:
  • traditional methods
  • digital methods, including social media and assistive technology

- Critically analyse a range of core communication skills used in managing a health and social care service

- Analyse barriers and challenges to effective communication when managing a health and social care service
  (you may wish to consider such areas as lack of staff consistency on MDT; time; limitations of access to and use of technology; digital capabilities; professional hierarchies; shift patterns; sensitivity to culture etc.)

REFERENCES

Unit: Work in Partnership (Mandatory Unit)

OCN NI Specification		NCFE CACHE Specification		MHL LSP Content	Additional Resources
Learning Outcome (LO)	Assessment Criteria (AC)	Learning Outcome (LO)	Assessment Criteria (AC)		
1 Understand partnership working and **effective** co-production	1.1 Identify the features of partnership working, including co-production.	1 Understand partnership working and co-production	1.1 Identify the features of partnership working, including co-production.	• Systems integration – discuss within an action learning	[Partnership and Empowerment](#)

[Partnership in practice](#)

[DoH Co-production Guide](#) |
| | 1.2 Explain the importance of partnership working and co-production with: • colleagues • other professionals • others. | | 1.2 Explain the importance of partnership working and co-production with: • colleagues • other professionals • others. | • Relationship centred care – senses framework | [DoH Reflections Series - SW & Co-production](#)

[NHS England Co-production Resource Toolkit](#)

[MDTs and Integrated Care](#) |
| | 1.3 Analyse how partnership working and co-production delivers improved outcomes **for individuals using the service.** | | 1.3 Analyse how partnership working and co-production delivers improved outcomes. | • Appreciative Inquiry • Caring Conversations | https://www.scie.org.uk/integrated-care/research-practice/activities/multidisciplinary-teams

[Practical approaches to working in partnership.](#) |

			1.4 Explain how to overcome barriers to partnership working and co-production.		
	1.4 Explain how to overcome barriers to partnership working and co-production.			• Relationship centred practice • Appreciative Inquiry cycle and principles	

Task 1 Written assignment to include the following:

LO1		1.1, 1.2.

- Identify the key features of partnership working including co-production.
- Provide an explanation of the importance of working in partnership and co-producing with each of the following stakeholders:
  • colleagues
  • other professionals
  • others.

Task 2 Reflective Account to include the following:

LO1		1.3, 1.4.

- Use a recent example from your practice, to support you:
  - **analysing** how partnership working and co-production can deliver better outcomes for service users.
  - **explaining** how barriers to partnership working and co-production can be overcome.

REFERENCES